

Academic Catalog

2021-2022



Quinnipiac
UNIVERSITY

THE OFFICIAL BULLETIN OF QUINNIPIAC UNIVERSITY

2021–22 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 2021–22 Catalog are valid for the Class of 2025. 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.

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Hamden and North Haven, Connecticut

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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.

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STATEMENTS ON NONDISCRIMINATION AND COMPLIANCE

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the university community. Women, members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Quinnipiac does not discriminate on the basis of race, color, creed, gender 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.

Please see the Discrimination, Harassment and Bias-Motivated Acts and Behavior Policy (p. 121) for more information.

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 (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/prevention-alcohol-abuse-drug-use/>) 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.

Parties may submit reports of discrimination, harassment and bias-motivated acts through the online reporting form.

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:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Parties may submit reports of discrimination and misconduct on the basis of gender, including sexual misconduct, through the online reporting form.

Please see the Title IX (p. 142) page for the full policy.

ACCREDITATIONS AND PROFESSIONAL MEMBERSHIPS

Quinnipiac University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

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: info@neche.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.

The State Bar Examining Committee has approved the undergraduate programs of Quinnipiac for pre-law education.

Specific school accreditations are listed below.

College of Arts and Sciences

The legal studies minor/certificate has been approved by the American Bar Association as a paralegal education program.

School of Business

Quinnipiac's undergraduate and graduate business and accounting programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business. As a school of business with AACSB-accredited business and accounting 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.

School of Communications

The Bachelor of Arts and Master of Science in Public Relations programs are certified by the Certification in Education for Public Relations (CEPR) through the Public Relations Society of America (PRSA).

School of Education

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

School of Engineering

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

School of Health Sciences

All programs in the Schools of Health Sciences have been approved by appropriate state and national agencies or are in the process of accreditation.

- The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
- The cardiovascular perfusion program is accredited by the Commission on Accreditation of Allied Health Education Programs.
- The social work program is fully accredited by the Council on Social Work Education (CSWE).
- The dual-degree bachelor of science/master of occupational therapy (BS/MOT) program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The entry-level doctor of occupational therapy (E-OTD) program is granted Candidacy Status by ACOTE. The E-OTD program must undergo a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).
- The pathologists' assistant program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- The physician assistant graduate program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
- The radiologic sciences bachelor's degree program is accredited by the Joint Review Committee on Education in Radiologic Technology.
- The radiologist assistant program is formally recognized by the American Registry of Radiologic Technologists (ARRT).

School of Law

Quinnipiac University School of Law is fully approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association.

School of Medicine

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.

School of Nursing

- The bachelor's degree program in nursing at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org ([\).](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ccneaccreditation.org%2F&data=02%7C01%7CElizabeth.Brown%40quinnipiac.edu%7C30c990f9ede647026bae08d8024eaceb%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C6372618842679977860&sdata=EV4S391qU%2FftfIXtipl4NHBsXZWmOU%2B2rYWUWuXtATY%3D&reserved=0))).
• The master's degree program in nursing at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org (<a href=)
 - The Doctor of Nursing Practice program at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org ([\).](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ccneaccreditation.org%2F&data=02%7C01%7CElizabeth.Brown%40quinnipiac.edu%7C30c990f9ede647026bae08d8024eaceb%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637261884267997786&sdata=a0yL9ES6ZTO67ChUPZwbT8MYWaUcGclm48%2FANDP2LGW%3D&reserved=0))).
• The doctor of nursing practice program for nurse anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (coacrna.org (<a href=)
- Students may review information on the accreditation reports by contacting the Office of Institutional Effectiveness.*

Both undergraduate and graduate nursing programs in Quinnipiac University's School of Nursing are endorsed by the American Holistic Nurses Credentialing Corporation (ahncc.org (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ahncc.org%2F&data=02%7C01%7CElizabeth.Brown%40quinnipiac.edu%7C30c990f9ede647026bae08d8024eaceb%7C0940985869fb4de9987990db22b52eaf%7C0C%7C0%7C637261884268007781&sdata=1JR7VeDE1EZIVUvAUvFIEj9xheFZA5zrd%2BvjyrrLRpo%3D&reserved=0>)).

- The Center for Medicine, Nursing and Health Sciences Simulation Program (Area of Teaching/Education) is accredited by the Society for Simulation in Healthcare.

Quinnipiac University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is an agreement among its member states, districts and U.S. territories that establishes comparable national standards for interstate

offering of postsecondary distance-education courses and programs. The Connecticut Office of Higher Education is the portal agency for administration of SARA in Connecticut and is responsible for the resolution of out-of-state students' complaints against SARA institutions located in Connecticut.

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

ABOUT QUINNIPIAC UNIVERSITY

Quinnipiac University is a private, coeducational, nonsectarian institution in Hamden and North Haven, Connecticut, offering more than 140 programs to an estimated 6,800 undergraduates and 3,000 graduate, medical and law students. Quinnipiac prepares graduates as enlightened global citizens equipped for the challenges and opportunities of 21st-century careers.

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. Its nine schools offer programs in business, communications, education, engineering, health sciences, law, medicine, nursing and the arts and sciences and it is among only 2.1 percent of all U.S. universities with a medical school and a law school.

Over the past 20 years, Quinnipiac has expanded to three campuses in southeastern Connecticut and 21 athletic programs in Division I. It is home to the Quinnipiac University Poll, widely viewed as the gold standard in national and statewide polling.

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, and the Rocky Top Student Center. 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 is recognized by U.S. News & World Report and Princeton Review's "The Best 385 Colleges." The *Chronicle of Higher Education* has named Quinnipiac among the "Great Colleges to Work For." For more information, please visit qu.edu (<https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fqu.edu%2F&data=04%7C01%7CElizabeth.Brown%40quinnipiac.edu%7Ce24e2f3a8dd74dad982108d90ef813ff%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637557280907155085%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=7onF9MQ7VKG3cQ1UJAfW34nje9M8D6q16nI72njbt48%3D&reserved=0>). Connect with Quinnipiac on Facebook and follow Quinnipiac on Twitter @QuinnipiacU.

ACADEMIC CALENDAR

Summer 2021 Academic Calendar ¹

Summer Orientation and Open House 2021

May 17	Monday	Graduate Pathway to Success Program
May 31	Monday	Memorial Day – university holiday; no classes ²
June 10	Thursday	First-year student orientation, session I
June 11	Friday	First-year student orientation, session II
June 14	Monday	First-year student orientation, session III
June 15	Tuesday	First-year student orientation, session IV
June 16	Wednesday	First-year student orientation, session V
June 17	Thursday	First-year student orientation, session VI
June 18	Friday	Transfer student orientation, session I
June 21	Monday	First-year student orientation, session VII
June 22	Tuesday	First-year student orientation, session VIII
June 23	Wednesday	First-year student orientation, session IX
June 24	Thursday	First-year student orientation, session X
June 25	Friday	First-year student orientation, session XI (virtual)

Summer I Term 2021

May 17	Monday	Undergraduate and graduate classes begin
May 18	Tuesday	Add/drop registration period ends
May 31	Monday	Memorial Day – university holiday; no classes ²
June 4	Friday	Last day to withdraw from 5-week courses (May 17 – June 18) with a grade of W ³
June 14	Monday	Last day to withdraw from 7-week courses (May 17 – July 2) with a grade of W ³
June 18	Friday	Undergraduate and graduate classes end (5-week courses)
June 21	Monday	Final grades due (5-week courses)
July 2	Friday	Undergraduate and graduate classes end (7-week courses)
July 5	Monday	Independence Day – university holiday; no classes ²
July 6	Tuesday	Last day to withdraw from 12-week courses (May 17 – Aug 6) with a grade of W ³
		Final grades due (7-week courses)
August 6	Friday	Undergraduate and graduate classes end (12-week courses)
August 9	Monday	Final grades due (12-week courses)

Summer II Term 2021

July 6	Tuesday	Undergraduate and graduate classes begin
July 7	Wednesday	Add/drop registration period ends
July 26	Monday	Last day to withdraw from 5-week courses (July 6 – Aug 6) with a grade of W ³
July 30	Friday	Last day to withdraw from 7-week courses (July 6 – Aug 20) with a grade of W ³
August 6	Friday	Undergraduate and graduate classes end (5-week courses)
August 9	Monday	Final grades due (5-week courses)
August 20	Friday	Undergraduate and graduate classes end (7-week courses)
August 23	Monday	Final grades due (7-week courses)

2021–22 Academic Calendar ¹

Fall 2021

August 24	Tuesday	Graduate Pathway to Success Program
August 25	Wednesday	First-year student orientation, session XII (virtual)
August 26	Thursday	First-year student orientation, session XIII
		Transfer student orientation, session II
August 27-29	Fri–Sun	Welcome Weekend

August 30	Monday	Undergraduate and graduate classes begin; online classes begin
August 31	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 30 – Oct 16)
September 3	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 30 – Dec 18)
September 6	Monday	Labor Day – university holiday; no classes ²
September 16	Thursday	Yom Kippur – university holiday; no classes
September 25	Saturday	Open House for prospective undergraduate students
September 27	Monday	Last day to withdraw from first 7-week online courses (Aug 30 – Oct 16) with a grade of W ³
October 11-16	Mon–Sat	Midterm examination period for 100-level courses
October 16	Saturday	Online classes end for first 7-week online courses (Aug 30 - Oct 16)
October 24	Sunday	Open House for prospective undergraduate students
October 25	Monday	Online classes begin for second 7-week online courses (Oct 25 – Dec 18)
October 26	Tuesday	Grades due for first 7-week online courses (Aug 30 – Oct 16)
		Add/drop registration period ends for second 7-week online courses (Oct 25 - Dec 18)
October 27	Wednesday	Midterm grades due for 100-level courses
October 29	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 30 – Dec 18) with a grade of W ³
November 13	Saturday	Open House for prospective undergraduate students
November 19	Friday	Last day to withdraw from second 7-week online courses (Oct 25 – Dec 18) with a grade of W ³
November 22–27	Mon–Sat	No classes
November 25–26	Thurs–Fri	Thanksgiving holiday – university closed
December 11	Saturday	Undergraduate and graduate on-campus classes end
December 13	Monday	Study Day with no final exams, no classes; university open
December 14-18	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
December 18	Saturday	Online classes end
December 20	Monday	Final grades due
December 24–January 1	Fri-Sat	University closed for Winter Break

January Term 2022

January 3	Monday	Undergraduate and graduate classes begin
January 4	Tuesday	Add/drop registration period ends
January 13	Thursday	Last day to withdraw with a grade of W ³
January 17	Monday	Martin Luther King Jr. Day – university holiday; no classes ²
January 21	Friday	Classes end; final examinations
January 24	Monday	Final grades due

Spring 2022

January 20	Thursday	Graduate Pathway to Success Program
January 21	Friday	New undergraduate student orientation
January 24	Monday	Undergraduate and graduate classes begin; online classes begin
January 25	Tuesday	Add/drop registration period ends for first 7-week online courses (Jan 24 – March 12)
January 28	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 24 – May 14)
February 21	Monday	Last day to withdraw from first 7-week online courses (Jan 24 – March 12) with a grade of W ³
March 6	Sunday	Open House for prospective undergraduate students
March 7-12	Mon–Sat	Midterm examination period for 100-level courses
March 12	Saturday	Online classes end for first 7-week online courses (Jan 24 – March 12)
March 14-19	Mon–Sat	Undergraduate and graduate spring recess
March 21	Monday	Online classes begin for second 7-week online courses (March 21 – May 7)
March 22	Tuesday	Grades due for first 7-week online courses (Jan 24 - March 12)
		Add/drop registration period ends for second 7-week online courses (March 21 – May 7)

March 23	Wednesday	Midterm grades due for 100-level courses
April 1	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 24 – May 14) with a grade of W ³
April 2-3	Sat–Sun	Admitted Students Experience
April 15	Friday	Good Friday – university holiday; no classes ²
April 18	Monday	Last day to withdraw from second 7-week online courses (March 21 – May 7) with a grade of W ³
May 7	Saturday	Undergraduate and graduate classes end; online classes end
May 9	Monday	Study Day with no final exams, no classes; university open
May 10-14	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
May 13-14	Fri–Sat	Graduate, Frank H. Netter MD School of Medicine and School of Law Commencement ²
May 16	Monday	Final grades due
May 21-22	Sat–Sun	Undergraduate Commencement ²

Summer Orientation and Open House 2022

May 23	Monday	Graduate Pathway to Success Program
May 30	Monday	Memorial Day – university holiday; no classes ²
June 5	Sunday	Open House for prospective undergraduate students
June 9-10	Thurs–Fri	First-year student orientation, session I
June 13-14	Mon–Tues	First-year student orientation, session II
June 16-17	Thurs–Fri	First-year student orientation, session III
June 20-21	Mon–Tues	First-year student orientation, session IV
June 22	Wednesday	Transfer student welcome, session I
June 23-24	Thurs–Fri	First-year student orientation, session V

Summer I Term 2022

May 23	Monday	Undergraduate and graduate classes begin
May 24	Tuesday	Add/drop registration period ends
May 30	Monday	Memorial Day – university holiday; no classes ²
June 10	Friday	Last day to withdraw from 5-week courses (May 23 – June 24) with a grade of W ³
June 20	Monday	Last day to withdraw from 7-week courses (May 23 – July 8) with a grade of W ³
June 24	Friday	Undergraduate and graduate classes end (5-week courses)
June 27	Monday	Final grades due (5-week courses)
July 4	Monday	Independence Day – university holiday; no classes ²
July 8	Friday	Undergraduate and graduate classes end (7-week courses)
July 11	Monday	Last day to withdraw from 12-week courses (May 23 – Aug 12) with a grade of W ³
		Final grades due (7-week courses)
August 12	Friday	Undergraduate and graduate classes end (12-week courses)
August 15	Monday	Final grades due (12-week courses)

Summer II Term 2022

July 11	Monday	Undergraduate and graduate classes begin
July 12	Tuesday	Add/drop registration period ends
July 29	Friday	Last day to withdraw from 5-week courses (July 11 – Aug 12) with a grade of W ³
August 8	Monday	Last day to withdraw from 7-week courses (July 11 – Aug 26) with a grade of W ³
August 12	Friday	Undergraduate and graduate classes end (5-week courses)
August 15	Monday	Final grades due (5-week courses)
August 26	Friday	Undergraduate and graduate classes end (7-week courses)
August 29	Monday	Final grades due (7-week courses)

2022–23 Academic Calendar ¹

Fall 2022

August 23	Tuesday	Graduate Pathway to Success Program
August 24-25	Wed–Thurs	First-year student orientation, session VI
August 26	Friday	Transfer student welcome, session II
August 26-28	Fri–Sun	Welcome Weekend
August 29	Monday	Undergraduate and graduate classes begin; online classes begin
August 30	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 29 – Oct 15)
September 2	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 29 – Dec 17)
September 5	Monday	Labor Day – university holiday; no classes ²
September 24	Saturday	Open House for prospective undergraduate students
September 26	Monday	Last day to withdraw from first 7-week online courses (Aug 29 – Oct 15) with a grade of W ³
October 5	Wednesday	Yom Kippur – university holiday; no classes
October 10-15	Mon–Sat	Midterm examination period for 100-level courses
October 15	Saturday	Online classes end for first 7-week online courses (Aug 29 - Oct 15)
October 18	Monday	Grades due for first 7-week courses (Aug 29 - Oct 15)
October 23	Sunday	Open House for prospective undergraduate students
October 24	Monday	Online classes begin for second 7-week online courses (Oct 24 – Dec 17)
October 25	Tuesday	Add/drop registration period ends for second 7-week online courses (Oct 24 - Dec 17)
October 26	Wednesday	Midterm grades due for 100-level courses
November 4	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 29 – Dec 17) with a grade of W ³
November 12	Saturday	Open House for prospective undergraduate students
November 18	Friday	Last day to withdraw from second 7-week online courses (Oct 24 – Dec 17) with a grade of W ³
November 21–26	Mon–Sat	No classes
November 24–25	Thurs–Fri	Thanksgiving holiday – university closed
December 10	Saturday	Undergraduate and graduate on-campus classes end
December 12	Monday	Study Day with no final exams, no classes; university open
December 13-17	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
December 17	Saturday	Online classes end
December 19	Monday	Final grades due
December 24–January 2	Sat–Mon	University closed for Winter Break

January Term 2023

January 3	Tuesday	Undergraduate and graduate classes begin
January 4	Wednesday	Add/drop registration period ends
January 13	Friday	Last day to withdraw with a grade of W ³
January 16	Monday	Martin Luther King Jr. Day – university holiday; no classes ²
January 20	Friday	Classes end; final examinations
January 23	Monday	Final grades due

Spring 2023

January 19	Thursday	Graduate Pathway to Success Program
January 20	Friday	New undergraduate student orientation
January 23	Monday	Undergraduate and graduate classes begin; online classes begin
January 24	Tuesday	Add/drop registration period ends for first 7-week online courses (Jan 23 – March 11)
January 27	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 23 – May 13)
February 20	Monday	Last day to withdraw from first 7-week online courses (Jan 23 – March 11) with a grade of W ³

March 5	Sunday	Open House for prospective undergraduate students
March 6-11	Mon–Sat	Midterm examination period for 100-level courses
March 11	Saturday	Online classes end for first 7-week online courses (Jan 23 – March 11)
March 13-18	Mon–Sat	Undergraduate and graduate spring recess
March 13	Monday	Grades due for first 7-week courses (Jan 23 - March 11)
March 20	Monday	Online classes begin for second 7-week online courses (March 20 – May 6)
March 21	Tuesday	Add/drop registration period ends for second 7-week online courses (March 20 – May 6)
March 22	Wednesday	Midterm grades due for 100-level courses
March 31	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 23 – May 13) with a grade of W ³
April 1-2	Sat–Sun	Admitted Students Experience
April 7	Friday	Good Friday – university holiday; no classes ²
April 14	Friday	Last day to withdraw from second 7-week online courses (March 20 – May 6) with a grade of W ³
May 6	Saturday	Undergraduate and graduate classes end; online classes end
May 8	Monday	Study Day with no final exams, no classes; university open
May 9-13	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
May 12-13	Fri–Sat	Graduate, Frank H. Netter MD School of Medicine and School of Law Commencement ²
May 15	Monday	Final grades due
May 20-21	Sat–Sun	Undergraduate Commencement ²

Summer Orientation and Open House 2023

May 22	Monday	Graduate Pathway to Success Program
May 29	Monday	Memorial Day – university holiday; no classes ²
June 4	Sunday	Open House for prospective undergraduate students
June 8-9	Thurs–Fri	First-year student orientation, session I
June 12-13	Mon–Tues	First-year student orientation, session II
June 15-16	Thurs–Fri	First-year student orientation, session III
June 19-20	Mon–Tues	First-year student orientation, session IV
June 21	Wednesday	Transfer student welcome, session I
June 22-23	Thurs–Fri	First-year student orientation, session V

Summer I Term 2023

May 22	Monday	Undergraduate and graduate classes begin
May 23	Tuesday	Add/drop registration period ends
May 29	Monday	Memorial Day – university holiday; no classes ²
June 9	Friday	Last day to withdraw from 5-week courses (May 22 – June 23) with a grade of W ³
June 19	Monday	Last day to withdraw from 7-week courses (May 22 – July 7) with a grade of W ³
June 23	Friday	Undergraduate and graduate classes end (5-week courses)
June 26	Monday	Final grades due (5-week courses)
July 4	Tuesday	Independence Day – university holiday; no classes ²
July 7	Friday	Undergraduate and graduate classes end (7-week courses)
July 10	Monday	Last day to withdraw from 12-week courses (May 22 – Aug 11) with a grade of W ³
		Final grades due (7-week courses)
August 11	Friday	Undergraduate and graduate classes end (12-week courses)
August 14	Monday	Final grades due (12-week courses)

Summer II Term 2023

July 10	Monday	Undergraduate and graduate classes begin
July 11	Tuesday	Add/drop registration period ends
July 28	Friday	Last day to withdraw from 5-week courses (July 10 – Aug 11) with a grade of W ³
August 7	Monday	Last day to withdraw from 7-week courses (July 10 – Aug 25) with a grade of W ³
August 11	Friday	Undergraduate and graduate classes end (5-week courses)

August 14	Monday	Final grades due (5-week courses)
August 25	Friday	Undergraduate and graduate classes end (7-week courses)
August 28	Monday	Final grades due (7-week courses)

¹ Excludes School of Law (p. 456) and School of Medicine (<http://catalog.qu.edu/school-of-medicine/academic-calendar/>)

² Tentative

³ For further details, see Withdrawal from a Course. (p. 162)

The university reserves the right to revise this calendar.

QUINNIPIAC'S MISSION

Our mission at Quinnipiac is to build the University of the Future with a strategy propelling us from our storied past toward an ambitious, inclusive and innovative future. We prepare graduates as enlightened global citizens equipped for the challenges and opportunities of 21st-century careers. We are a community that embraces positive change, inclusive excellence, kindness and generosity of spirit, with a commitment to lift the communities in which we live. Our students, faculty and staff are bold and curious, innovators and explorers. We partner with employers to understand and prepare graduates who meet their talent and technological needs, we embrace lifelong learning, and we pursue learning and scholarship that asks and addresses significant societal and scientific questions.

Our strategic plan describes our ideals, and articulates the present and future goals for academic programs, approaches to enriching equity and inclusivity, lifelong learning opportunities, ties to the communities we serve, alumni outreach, and capital programs that advance these goals.

The plan is enabled through the nimble and forward-thinking nature of Quinnipiac as we work to become the University of the Future.

The plan rests on four pillars:

1. Build an institution-wide mindset that prepares graduates for 21st-century careers and citizenship;
2. Create an inclusive, excellence-driven community;
3. Nurture and positively impact internal, local and global communities; and
4. Foster lifelong connections and success.

ADMISSIONS

Admissions Procedures

Consistent with the university mission, Quinnipiac welcomes inquiries from serious students of all ages and backgrounds who are interested in professional preparation in fields related to business, communications, education, engineering, health sciences, 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 encouraged. 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 video or 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.

Admissions Process

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.

First-Year Students

First-year applicants may select the application plan that best suits their interests (see plans and associated deadlines below).

Early Decision (binding) - November 1

Early Action I* - November 15

Early Action II - January 1

Regular Decision - February 1

**For full consideration for the entry-level master's physician assistant, physical therapy, occupational therapy and traditional nursing programs, we strongly encourage candidates to apply Early Action I (November 15 application date).*

See the Quinnipiac application webpage (<http://www.qu.edu/apply/>) for details.

Admissions Requirements for First-Year Applicants

Admission to Quinnipiac University is competitive, and applicants are expected to present a strong college preparatory program in high school. All first-year 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, nursing and engineering applicants are expected to have four years including biology and chemistry; 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. Test scores are OPTIONAL for most applicants. Students choosing to report scores should submit 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. Quinnipiac uses the highest individual scores on the SAT in evidence-based reading and writing and math or the highest ACT composite score. Additional information regarding test requirements:

Test scores optional (all majors in the following schools/colleges):

- Arts and Sciences
- Business
- Communications
- Engineering
- Health Sciences (recommended for some programs)

Test scores optional, but encouraged:

- Nursing
- Physical Therapy (3+3/4+3)
- Occupational Therapy (4+1.5)
- Students interested in a 3+1 combined graduate program in business, communications, biology or education

Test scores required

Official test scores are required, if available*

- Physician Assistant
- Law dual-degree (3+3)
- International students
- Home-schooled students

**Quinnipiac is monitoring the situation around testing restrictions due to COVID-19.*

Transfer Students

Transfer students may apply for either fall or spring admission (with certain program-specific exceptions listed below). The admissions committee reviews transfer applications once they are complete. Completed applications for the spring term are reviewed starting in late

October; applications for the fall term are reviewed beginning in February (after prior fall term grades are received). Students are advised to apply as early as possible to be considered for their program of choice.

The recommended deadline for fall entry is April 1. The recommended deadline for spring entry is November 15. Additional application deadline information:

- BS in Athletic Training: March 1
Transfers considered only for the fall semester each year on a space-available, competitive basis
- BS in Radiologic Sciences: March 1
Transfers considered only for the fall semester each year on a space-available, competitive basis
- Accelerated BS in Nursing: January 1
Applicants considered only for the fall semester each year
- BS in Nursing: March 1
Transfers considered on a space-available, competitive basis for both fall and spring semesters

Admissions Requirements for Transfer Applicants

Transfer applicants must submit the documents listed above for first-year students with the following exceptions:

1. One to three letters of recommendation.
2. An official transcript from each post-high school institution attended, even if no courses were completed.
3. A high school transcript with proof of graduation, unless an associate degree has been earned or will be earned prior to matriculation.
4. Students seeking a second bachelor's degree need only submit the application form and official transcripts from all colleges or universities attended even if no courses were completed.
5. The application fee for transfer applicants is \$65.

Most programs look for a minimum grade point average of 2.5 (3.0 for health sciences) for consideration. Those interested in the PT, OT and PA programs may only apply for entry to the program at the graduate level.

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.

Quinnipiac is very credit friendly. Courses completed at a regionally accredited institution with a grade of "C" or better will transfer.

Accelerated Nursing Program

Applicants who are interested in the Accelerated BS in Nursing program must already have a bachelor's degree. Learn more about the Accelerated BS in Nursing program (p. 361) by visiting the website.

International Student Admissions

Quinnipiac prides itself on offering a culturally diverse environment for its students. Our strong academic reputation attracts talented students from

over 50 countries so our students interact with people of many different faiths and cultural backgrounds.

Applicants from non-English-speaking countries also must submit the following:

1. Certified translations of all prior secondary and collegiate academic records.
2. A teacher or counselor letter of recommendation.
3. All international applicants must demonstrate adequate English proficiency to qualify for admission. English proficiency waivers are considered on a case-by-case basis after a student applies for admission. Considerations include, but are not limited to, the following: English as the primary language of school instruction; English as the first/native language; TOEFL of 80+; IELTS* of 6.5+; Duolingo English Test (DET) of 105+
4. 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. 533).

Advanced Standing/Placement First-Year Advanced Standing

Advanced standing or placement will be considered for entering first-year students 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

Advanced Placement (AP) Policy

Score	Subject	Equivalency (Credit)
3	Art History	AR 103 (3 credits)
3	Art Studio Drawing	AR 251 (3 credits)
3	Art 2D Design	AR 159 (3 credits)
3	Art 3D Design	AR 159 (3 credits)
3	Biology	BIO 105 + BIO 106 (8 credits)
4	Biology	BIO 101 + BIO 102 (8 credits)
4	Chemistry	CHE 110 + CHE 111 (8 credits)
4	Computer Science A	CSC 110 (4 credits)
4	Computer Science Principles	CSC 105 (3 credits)
4	English Lang and Comp	EN 101 (3 credits)
4	English Lit and Comp	EN 102 (3 credits)
4	Environmental Science	SCI 139 + Lab (4 credits)

3	French Language	FR 101+ FR 102 (6 credits)
3	German Language	GR 101+102 (6 credits)
3	Government & Politics (US)	PO 131 (3 credits)
3	Government & Politics (Comparative)	PO 101 (3 credits)
3	History European	HS 111+HS 112 (6 credits)
3	History US	HS 131 +HS 132 (6 credits)
3	Human Geography	GP 101 (3 credits)
3	Italian Language	IT 101 +IT 102 (6 credits)
3	Latin	FL 139 (3 credits)
3	Macroeconomics	EC 112 (3 credits)
4	Math Calculus AB	MA 151 (4 credits)
4	Math Calculus BC	MA 151 + MA 153 (6 credits)
3	Microeconomics	EC 111 (3 credits)
3	Music Theory	MU 230 (3 credits)
4	Physics 1	PHY 110 + PHY 110L (4 credits)
4	Physics 2	PHY 111 +PHY 111L (4 credits)
4	Physics C Mechanics	PHY 121 (4 credits)
4	Physics C Electricity & Magnetism	PHY 122 (4 credits)
3	Psychology	PS 101 (3 credits)
3	Spanish Language	SP 101+SP 102 (6 credits)
3	Spanish Literature	SP 101+SP 102 (6 credits)
4	Statistics	MA 275/EC 271 (3 credits)
3	World History	HS 139 (3 credits)

AP science course equivalencies will be determined in consultation with an adviser for the following majors: engineering, biology, occupational therapy, physical therapy, nursing, radiologic sciences and entry-level master's physician assistant program.

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. The maximum number of transfer credits that may be accepted by Quinnipiac University is 75 credits. At least one-half of the courses in a major must be taken at Quinnipiac 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 submit College Level Examination Program (CLEP) exam scores to help

determine placement. Quinnipiac University does not accept CLEP credits earned after a student is matriculated.

Tuition and Fees

Summary of Undergraduate Charges Tuition and Fees for 2021–22

Fee	Cost
Full-time undergraduate students taking 12–16 credits per semester	\$50,520 per year (\$25,260 per semester)
More than 16 credits or fewer than 12 credits	\$1,115 per credit
Technology fee: Full-time students	\$750 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 or the Business Four-Year BS/MBA program, please visit the respective websites below:

Graduate Tuition and Financial Aid (<https://www.qu.edu/paying-for-college/graduate/costs-and-budgets/>)

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

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

Accelerated Dual-Degree BS/MBA (3+1) (<https://www.qu.edu/paying-for-college/graduate/costs-and-budgets/>)

Miscellaneous expenses (books, travel and personal) average \$2,000 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://www.qu.edu/paying-for-college/managing-student-finances/tuition-payment-programs/>). 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.

All costs are based on the 2021–22 figures. The Office of Undergraduate Admissions and the Quinnipiac University website (<https://www.qu.edu/paying-for-college/>) 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, Gold or Platinum. 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 \$215 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. 29) for more information on the program.

Financial Aid

Quinnipiac seeks to assist each of its students 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 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 to make a Quinnipiac education as affordable as possible.

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 allocate its funds to assist as many students as possible,

financial aid applicants are requested to explore all sources of external support for which they might qualify.

Students should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by March 1 each year. 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 published in the Student Handbook (p. 73) and is available online (<https://www.qu.edu/paying-for-college/undergraduate/apply-for-financial-aid/eligibility-and-policies/>) 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 \$7,000-\$28,000 per year. Consideration for all scholarships is given to students based on their admission application. No additional forms are required for consideration. 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, which provides additional funding for eligible students. 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/paying-for-college/undergraduate/types-of-aid/veterans-and-military-benefits/>).

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 (Detachment 0009)

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 first-year and sophomore courses carry no military obligation and are open to all students. Air Force ROTC 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. Visit the Air Force ROTC Scholarship website (<https://www.afrotc.com/scholarships/>) for more information concerning scholarships.

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**—Thursdays, 7:30–9:10 p.m.
- **Physical Training**—Tuesdays, 6:30–7:30 a.m. and Thursdays, 6–7 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) with lab as well as physical training 3 days per week. 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/>). Visit the Army ROTC Scholarship website (<https://www.goarmy.com/rotc/scholarships.html>) for more information concerning scholarships.

STUDENT RESOURCES AND SERVICES

Albert Schweitzer Institute (p. 25)

Carl Hansen Student Center (p. 25)

Campus Life (p. 25)

Campus Recreation (<http://catalog.qu.edu/general-information/student-resources-services/campus-recreation/>)

CARE (Community, Assessment, Response and Evaluation) Team

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Albert Schweitzer Institute

The Albert Schweitzer Institute is inspired by the ideals and example of 1952 Nobel Peace Prize Laureate, Dr. Albert Schweitzer, who was known for his philosophy of *reverence for life* and his call to action and service: *to make one's life one's argument*.

The institute conducts programs locally and on a global basis, and focuses on environmental, health and peace efforts. The institute's programs include:

- Work on campus, in the Hamden community, and globally around food security and environmental justice;
- Speakers and conferences on peace and development globally (the World Summits of Nobel Peace Laureates, for one example), at the United Nations, and on campus;
- Global learning and community engagement opportunities in Peru, Guatemala, India and elsewhere in the U.S. aimed at motivating young people to serve the community and the environment as a way of life.

The institute is located adjacent to the Mount Carmel Campus at 660 New Road in Hamden, Connecticut. For more information, please contact the office at 203-582-7875 or via email at schweitzer@qu.edu (schweitzer@quinnipiac.edu).

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 lobby 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 5 p.m.; Saturday, 11 a.m. 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 Student Centers & Student Involvement or fill out a Commuter Locker Request Form, which can be found on Do You QU, under the Office of Student Centers & Student Involvement profile page.

Campus Information Booth

The Information Booth 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 Booth, staffed by student employees, is typically open 7 days a week, 9 a.m. to 10 p.m. 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 organizations, fraternities and sororities. The center offers a multipurpose programming space, meeting space, a student media suite, a fraternity and sorority life suite, a student organization and graphic arts suite, multicultural suite, and prayer space. In addition, the Office of Campus Life (p. 25) 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. and Friday, 11 a.m. to 4 p.m. All resident students are assigned boxes.

Office of Campus Life

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

Campus Life empowers students to take ownership of their educational journey. We create spaces where students develop as healthy 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, recreational opportunities, comprehensive campus-wide programming, high-impact service projects, and dynamic leadership ventures. We cultivate an environment where resiliency, spirit, inclusive excellence, wellness, lifelong learning and affinity for Quinnipiac thrive.

The Office of Campus Life is located on the second floor of the Carl Hansen Student Center (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgeneral-information%2Fstudent-resources-services%2FCarl-hansen-student-center%2F&data=02%7C01%7CStephen.Sweet%40quinnipiac.edu%7Ca8f136ded12d49affb308d7fe812846%7C0940985869fb4de9987990db22b52ea%7C0%7C0%7C637257702984198104&sdata=cQTekQKtW0ThdV8fEGi2DFdoleeih%2BK4a4H9uRoqDms%3D&reserved=0>) on Mount Carmel Campus in suite 202, as well as the fourth floor of the Rocky Top Student Center (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgeneral-information%2Fstudent-resources-services%2FRocky-top-student-center%2F&data=02%7C01%7CStephen.Sweet%40quinnipiac.edu%7Ca8f136ded12d49affb308d7fe812846%7C0940985869fb4de9987990db22b52ea%7C0%7C0%7C637257702984208101&sdata=FrYS%2B7%2FwDdgyjSH9YenKz%2FXKk12QFI2brVCQZAFY0A%3D&reserved=0>) on the York Hill Campus. The staff can be reached at 203-582-8673 or at campuslife@qu.edu.

Student Learning Outcomes

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

- Lead within a variety of situational contexts.
- 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 experience-based co-curricular experiences on their overall development.
- Articulate the impact of their co-curricular experience on their overall development.
- Model ethical and responsible behavior.
- Be advocates for the welfare of themselves and others.

CARE (Community, Assessment, Response and Evaluation) Team

Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors.

Guided by university values of a student-oriented environment and a strong sense of community, the chair of CARE manages this multidisciplinary team. The CARE team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support students of concern. CARE utilizes best practices from national organizations such as Higher Education Case Managers Association (HECMA) and the Association for Student Conduct Administration (ASCA). CARE team members receive training from 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. CARE referrals are submitted by faculty, staff, students and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one, when a student needs support for their physical, emotional, mental, spiritual, financial health and/or when experiencing social challenges with roommates, friends and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral and answers to frequently asked questions can be found on the CARE page (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmyq.quinnipiac.edu%2FStudent%2520Life%2FCARE%2FPages%2Fdefault.html&data=02%7C01%7CJill.Bassett%40quinnipiac.edu%7C6bfcd0bcebc34247de0008d7d5d2aee7%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637212973154656562&sdata=tW6sLtLrELi7YIH62jhgmyKOK0%2FCZ%2FoY18PHMJJMzo%3D&reserved=0>) on MyQ. Concerned about a student? Let us know: CARE and Conduct Incident Reporting Form (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcm.maxient.com%2Freportingform.php%3FQuinnipiacUniv%26layout_id%3D0&data=02%7C01%7CJill.Bassett%40quinnipiac.edu%7C34f7712e57b6453529bc08d7c654cad9%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637195940079730466&sdata=wx8CIUsPok4aW7D6EfXjhaTcE1%2FPRFAWY6JWkmgPQIA%3D&reserved=0).

Career Development

Quinnipiac University offers an array of career information and support 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
- Alumni networking and mentorship portal
- Career fairs, panels and workshops
- Job and internship listings and strategy sessions
- Graduate school information
- School-specific career information

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

General Career Development (<https://www.qu.edu/info-for/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.

Student organizations are grouped 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 Do You QU (<https://qu.campuslabs.com/engage/>).

Community Service

The Office of Community Service, within the Campus Life, is located on the second floor of the Carl Hansen Student Center. The office is a central resource for students, faculty and staff interested in volunteering in the local, national and international communities. The office provides support to students and faculty interested in community service and service learning, and is responsible for both expanding and coordinating programs that encourage service, civic engagement and volunteerism at the local, national and international level.

The Office of Community Service provides the following services and opportunities:

- Serves as a resource and contact for students, faculty and staff in the development of community service opportunities.
- Assists faculty in the development of service learning and experiential learning opportunities.
- Assists students, student organizations, campus offices and departments in the development, coordination and funding of community service activities.
- Develops and organizes the Alternative Break Trips that engage students in direct service to meet community needs.
- Acts as an advocate for, and adviser to, student organizations committed to service.
- Develops and maintains a database of local community agencies and nonprofits searching for volunteer assistance or open to hosting one-time small group service activities.
- Develops and manages the Community Work Study program, which offers students with work study awards the opportunity to work in local schools, nonprofits and municipal agencies.
- Supports student groups, university departments and faculty in the design and coordination of events that advocate for and educate the community about the unmet needs and issues of social justice within our local communities and world.

Counseling Services

Counseling Services provides access to care for students seeking help for emotional distress. The goal is to assist students through brief therapy while addressing concerns that may be impacting negatively on academic performance or on the student's quality of life within the university community. Our counselors and part-time psychiatric providers are a resource for students struggling with stress, anxiety, depression, relationship problems, eating disorders and alcohol or drug abuse. Other common problems include difficulty making decisions, low self-esteem, procrastination or the stress of leaving home while adjusting to college life. Counseling staff members are available to assist any student who has been affected through physical or sexual violence or who may be grieving the loss of a loved one.

The following counseling services are available to all undergraduate and graduate students at no cost:

- individual counseling
- diagnostic evaluation
- medication management
- group therapy
- urgent visits
- mental health referrals
- consultation to faculty, staff and medical staff
- telehealth services

Counseling Services is located in the Health and Wellness Center on Bobcat Way. The office is open Monday through Friday from 9 a.m. to 5 p.m. Counseling services are available at all three campuses (Mount Carmel, York Hill Health Center and North Haven Campus).

Students wishing to schedule an appointment can complete a confidential counseling request form through MyQ or the Quinnipiac App. In addition, they can also call Counseling Services at 203-582-8680, choose option #1, and schedule an appointment by talking to the counseling center secretary.

Students can speak with a licensed mental health provider in the event of a mental health crisis 24/7, by calling 203-582-8680 and choosing option #3.

In cases of emergency, call 911 or contact the Department of Public Safety at 203-582-6200.

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 shared humanity. Acknowledging that we live in a pluralistic society, we have a genuine desire to ensure that all Quinnipiac community members 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 our community's economic, social and cultural well-being.

The Department of Cultural and Global Engagement (DCGE) engages the campus and surrounding community. We help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values.

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 solidarity programs 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.

For more information, please contact the office at 203-582-7987.

Multicultural Education

Multicultural education promotes inclusion and celebrates the diversity of Quinnipiac through a host of services and programs. As part of the Department of Cultural and Global Engagement, our goal is to create an environment that reflects, supports and encourages students to celebrate their cultural heritage together. This area:

- Offers programming and training that enhances the Quinnipiac community's appreciation of various social identities, including race, gender and sexuality, socioeconomic class, and other cultural identities, and the practice of inclusive excellence among faculty, staff and students.
- Offers transitional support for incoming students of color, first-generation and international students through programs such as the QUEST Mentoring Program (p. 34) and QU FYI (First-Year Immersion) (p. 34).
- 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 and advises cultural student organizations in leadership development, and program planning, to enhance their active engagement and participation in the university and the local community.
- Provide space for high-impact learning around issues of diversity, equity, and social justice through intergroup dialogues and educational programming.
- Provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial, and cultural identities through training, workshops and programming.

Global Education

At Quinnipiac University, we feel a sense of obligation to work toward a more interconnected and globally engaged environment. We do this by increasing intentional global engagement opportunities for students, faculty and staff to learn both in and outside the classroom. Quinnipiac students participate in semester and short-term programs, internships, community engagement, clinical, research and faculty-led programs abroad in various countries such as Barbados, Costa Rica, Dominican Republic, Germany, Guatemala, Ireland, Italy, Japan, Morocco, Poland and Spain. Administered by the Department of Cultural and Global Engagement, study abroad programs provide the opportunity to develop responsible and engaged citizens by cultivating their cultural awareness and humility, as well as skills and knowledge necessary to participate respectfully in the global community. 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 to understand the policies and procedures for our education abroad opportunities.

The following opportunities are available:

Semester Abroad (p. 63)

Students have an opportunity to study for a full semester (ranging from 4 to 6 months) at an international institution. Depending on the student's major, he or she can participate as early as spring semester of the first year through senior year.

Interession (<https://catalog.qu.edu/academics/study-abroad/#facultyledprogramstext>)

Short-term programs are offered during the winter or summer breaks. There are opportunities for faculty-led programs abroad, or programs offered through partner institutions.

Clinicals

Students from certain majors can fulfill some of their clinical affiliation or fieldwork with international partners.

Internships and experiential learning – These opportunities integrate the knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Community engagement – Students can participate in community-driven learning experiences by living with host families and engaging with long-term global partners.

Research – Students partner with Quinnipiac or international faculty to conduct and participate in independent or capstone research projects.

Exchange – This program involves a direct exchange of faculty and/or students between international partners for a semester or short-term period.

The Department of Cultural and Global Engagement supports students throughout their global education experiences by offering the following services:

- Pre-departure workshops
- Re-entry workshops
- Advising and mentorship
- Opportunities for students to take on leadership roles

International Students

The Department of Cultural and Global Engagement supports the international student population at Quinnipiac University. The department provides guidance on a wide range of topics for international students in the U.S., including immigration issues (visa regulations, work authorizations, travel), academic and cultural differences, and resources at Quinnipiac and in the local community. Each semester, the department hosts a comprehensive orientation program to prepare newly arrived international students and scholars for life and study at Quinnipiac University. The DCGE organizes on- and off-campus programs and events that are open to international and domestic students. The department also coordinates the Global Partners Program, a peer-support program that partners new international students with current students who serve as mentors. The DCGE partners with Residential Life to host Global Living, a first-year, Living-Learning Community for domestic and international students.

For more information, contact the Department of Cultural and Global Engagement at 203-582-5215 or via email at international.student@qu.edu.

Fraternity and Sorority Life

Currently, over 20 percent of Quinnipiac undergraduate students are members of the 18 fraternities/sororities on campus. The Office of Fraternity & Sorority Life is committed to advancing fraternities and sororities through intellectual and interpersonal development within the Quinnipiac University community and beyond. 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

The office provides programs that exemplify the values of the community, such as the Greek Leadership Series, Officer Training Academy, FOUNDATIONS: New Member Experience, Social Event Manager Training and more.

Staff in the Office of Fraternity & 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 students opportunities to gain proficiency in the Quinnipiac Essential Learning Outcomes.

Women have the opportunity to join one of nine National Panhellenic Conference (NPC) sororities 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 chapters of national honor societies for fraternity/sorority students, Order of Omega, Rho Lambda and Gamma Sigma Alpha. Order of Omega is an academic and leadership honor society. Juniors and seniors with a GPA above or equal to the all-fraternity/sorority GPA are able to seek membership. Rho Lambda honors those women within the sorority community who have exhibited the highest qualities of leadership and service to their Greek community and their sorority. Gamma Sigma Alpha is an academic honor society open to fraternity/sorority members who are juniors or above and have earned at least a 3.5 cumulative GPA.

For more information call 203-582-8673 or email 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://www.qu.edu/info-for/information-](https://www.qu.edu/info-for/information-technology-services/)

[technology-services/](https://www.qu.edu/info-for/information-technology-services/)) 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 is a group of academic programs that provide support to members of the Quinnipiac community. On the Mount Carmel Campus, the Learning Commons is located in the north wing of the Arnold Bernhard Library. On the North Haven Campus, the Learning Commons is located on the second floor of the School of Law Center. Please call reception with questions: 203-582-8268.

On the North Haven Campus, the Learning Commons is located on the second floor of the School of Law Center. Please call reception with questions: 203-582-5252. The Learning Commons offers the following support services:

Peer Academic Support

At Quinnipiac, the work a student does with their professor is complemented by a strong peer support system.

- A Study Table Program serves students enrolled in various 100-level courses, such as mathematics and chemistry. Held in the Common Room, a study table is a venue of support where students can drop in with questions they may have on homework or an upcoming test. Study table peers can support both individuals and groups. Different from the more sustained individual tutorials, students visiting a study table should bring prepared questions on specific topics so that there is a focus for the visit. Study tables are also useful for guided group support when students have similar questions in the same class. Study table schedules are posted on the Learning Commons web page and also are available at the reception desks.
- A Peer Tutoring Program, certified by the College Reading and Learning Association, provides individual tutoring for the great majority of 100-level courses, many 200- and 300-level courses and supports many of the graduate degree programs. Students meet with peer tutors on an appointment basis to address material in a specific course. Tutors also can help students improve study skills, time and task management and academic goal-setting.
- A Peer Fellow Program, developed from the supplemental instruction model by a certified coordinator, provides weekly study groups for various classes. Trained in group dynamics and Socratic questioning, Peer fellows attend each class meeting, develop a weekly agenda with the professor, and meet with interested students to work on topics and challenges.
- The Peer Catalysts Program supports our first-year students. In our First-Year Seminars, peer catalysts serve as both facilitators of student learning and as observers of student behaviors and attitudes. These functions are complementary and allow PCs to be valuable resources to both students and faculty. While not teaching assistants, PCs exemplify successful student behavior, particularly the self-reflective habits of mind that correlate to intentional learning, meet with students outside of class, support students with Personal Success Plans, registration for spring classes, and facilitate students' out-of-class experiences related to the First-Year Seminar.
- Peer advisers are trained to help students with pre-advising needs. These include support with the Personal Success Plan, as well as access to and help with students' program assessments and other

information necessary for an informed meeting with one's academic adviser. Successful students themselves, our peer advisers can help students navigate the various resources of the Quinnipiac community.

Support for Students with Disabilities

The Office of Student Accessibility (OSA), located in the Learning Commons on both campuses, provides students with disabilities equal access to all university activities, programs and services. The office is led by a director and supported by an assistant director as well as accessibility coordinators. Working collaboratively with all university departments to engage and support the intellectual and social development of students with disabilities, the Office of Student Accessibility employs policies that promote equal access for academic excellence and the development of self-advocacy skills. Reasonable accommodations are provided based on submission of appropriate documentation, which is reviewed by the OSA staff in compliance with university policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act as amended in 2008 (ADAAA). Questions and requests can be directed to access@qu.edu or 203-582-7600. Further information, including our Accommodation Request Form, can be found on our website.

Academic Development and Outreach

Students can work with one of our professional staff members to address their academic goals and to discover their strengths. Working closely with students' professors and other support staff, Quinnipiac's academic specialists and academic coaches provide students with opportunities to discover and leverage their strengths. Students can develop an action plan, work on problem solving, discuss new learning strategies, and many other topics necessary to students embracing academic challenge. Our professional staff also work with students who have been referred to our services by their faculty through Quinnipiac's early alert system. This program helps direct individual students to appropriate academic support during the semester and facilitates dialogue among those working to support the student. Academic specialists and academic coaches also work with faculty to bring learning skills into the classroom.

Academic Coaches

Our academic coaches work specifically with first-year students, starting at orientation and carrying through their entire first year. A consistent point of contact for first-year students, academic coaches connect individually with first-year students over the summer to welcome them and to address any questions that may have arisen after their orientation. They provide developmental advising, addressing topics such as self-regulatory behaviors, appropriate autonomy, future focus, and the nature of self-efficacy, one's perceptions of one's abilities and values. Academic coaches are very aware of the transitional challenges faced by new members of our intellectual community and work to engage students in meeting those challenges successfully.

Academic coaches:

- connect individually with first-year students early, during orientation and throughout the entire first year
- help new students address Quinnipiac's academic expectations.
- engage in developmental advising
- discuss, model and encourage evidence-based learning strategies
- address transitional challenges faced by new members of our intellectual community

Academic Specialists

The academic specialists offer a similar set of resources as academic coaches, but their audiences are students beyond their first year, faculty members and programs. Academic specialists, by virtue of the breadth of their work, help students continue to develop the skills and mindsets introduced to them by our academic coaches. The specialists also work with faculty and programs, collaborating on student support initiatives. Academic specialists are full-time, professional staff members that generally work during business hours.

Academic specialists:

- help students continue to develop the skills and affects introduced to them by our academic coaches
- re-contextualize the evidence-based learning strategies and developmental work begun in the first year
- help students adjust to and address the increasing demands of cognition and affect, often through metacognition
- share data collected through Learning Commons support activities is shared with faculty and programs, identifying opportunities for support and development

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. 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.

The Center for Religion

The Center for Religion is an integral part of the Office of Religious Life. Its mission is to bring religious voices, viewpoints, beliefs and practices into an engagement with the larger university community to help our students become more fully flourishing, humane individuals, empowered to change the world for the good. Everyone is welcome to participate in the center regardless of religion, perspective or belief. The center is committed to fostering a truly diverse, respectful and inclusive space at Quinnipiac.

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.

Student Learning Outcomes

Through its mission to bring religious voices, viewpoints, beliefs and practices into an engagement with the larger university community, the Center for Religion holds programs focused around six areas, or vectors.

As a result of participating in a Center for Religion program, students will:

- Consider various viewpoints to expand their **religious literacy**.
- Identify opportunities for local, national and global **advocacy**.
- Explore the human experience through **social justice**.
- Examine **meaning and values**.
- Engage in **community building**.
- Appreciate diverse cultures through a **global encounter**.

Residential Life

Residential Life

Quinnipiac recognizes that learning occurs both in and outside of the classroom. The Office of Residential Life provides rich opportunities that promote student learning and enhance personal development. Students have the unique opportunity to live with students from a variety of diverse backgrounds.

The Office of Residential Life has two convenient locations for students. The Mount Carmel Campus office is located in the Student Affairs Center on Bobcat Way. The telephone number is 203-582-8666. The York Hill Campus office is located on the fourth floor of the Rocky Top Student Center. The telephone number is 203-582-3615.

University-Owned Housing

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

Quinnipiac housing is guaranteed for three years for incoming first-year students. Approximately 4,000 students live in university housing, which includes traditional residence halls, suites, apartments and off-campus houses.

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 quad-style rooms will be occupied by no more than three people to a room with a community bathroom; Mountainview, Larson, Perlroth and Troup are suite-style

residence halls consisting of four double-occupancy rooms and a suite bathroom.

Sophomores choose between suite-style housing offered in the Village or apartments in the Hill, the Complex (Founders, Sahlin and Bakke) and the Crescent. The units in Larson, Perlroth and Troup feature four double-occupancy bedrooms. The units in Founders, Sahlin and Bakke feature one double-occupancy bedroom and two single-occupancy bedrooms. Sophomores and juniors may also live on the York Hill Campus in apartment-style housing offered in the Crescent.

Juniors and seniors may select from available apartment-style housing in the Crescent, Townhouses, Westview or off campus at Whitney Village. Apartments provide one to four bedrooms, a furnished living room, oversized bathroom and a kitchen.

Seniors and some juniors may also select from available apartment-style housing at Eastview and university-owned houses. Many 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 is available on a first-come, first-served basis. Students have single bedrooms in the Crescent, Whitney Village or our university-owned houses and apartments.

Three-Year Housing Requirement and Exception Process

Quinnipiac University wants students to engage in the full experience of living on campus to maximize their personal and professional development. As part of that experience, all full-time undergraduate students enrolling in the fall or spring are required to live in QU housing for their first three years (until the end of their sixth academic semester, not including summer or winter terms).

Registration as a full-time student at the university during any fall or spring academic term constitutes acceptance of the housing requirement and will result in a housing assignment and charge, unless the student has requested and been approved for release from the housing requirement by the Office of Residential Life.

We want to make a Quinnipiac experience accessible to all students and will be considerate of individual circumstances as it relates to this housing requirement. Requests for release from the housing requirement will be considered in limited circumstances such as the following:

- Students who are married (including civil union or domestic partnership)
- Students who have dependents
- Students who are 24 years of age or older, as of September 1 of the academic year
- Veterans
- Students who are participating in a university-approved academic experience, such as study abroad
- Documented hardship/family health condition
- Students who live within a 25-mile drive of campus at their permanent legal residence (home address) with a parent, legal guardian, sibling or will be living with an immediate family member (parent, grandparent, sibling) who is over the age of 25 at their permanent legal address.

Please know, the university reserves the unfettered right to make changes to this approach at any time based on world issues.

Residential Curriculum

The Office of Residential Life provides intentional learning experiences for all residential students through the implementation of our residential curriculum. The curriculum is a framework for providing sequential learning to students throughout their academic careers. Our curriculum focuses on four key competencies: personal competence, interpersonal competence, practical competence and societal competence. Our educational priority is to provide purposeful experiences that develop students as engaged, responsible and inclusive members of a community.

There are 12 learning outcomes of the Residential Curriculum.

- Students will **critique** their personal, professional and academic goals.
- Students will **analyze** how their residential experience has impacted their values.
- Students will **assess** how aspects of their identity intersect and interact.
- Students will **adapt** their communication styles to their environment. Students will **choose** the communication style that best relates to their environment.
- Students will **utilize** effective conflict management strategies.
- Students will **develop and evaluate** personally significant relationships.
- Students will **encourage** healthy behaviors in others.
- Students will **apply** necessary personal and professional skills.
- Students will **develop and revise** strategies for achieving professional success.
- Students will **articulate** a global perspective.
- Students will **demonstrate** a commitment to a cause.
- Students will **demonstrate** civic responsibility.

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

There is an ATM located by the Information Center on the second floor of the Rocky Top Student Center near the main entrance for use during normal business hours.

eSports Lab

The eSports Lab in the Rocky Top Student Center is open to competitive and casual gamers. The facility features 24 PC stations and a lounge space to play console games. It is home to the 2021 MAAC Regular Season Champions SSB team.

Hours of operation are TBD.

Information Booth

The Information Booth 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 Booth, staffed by student employees, is open seven days a week, Monday through Friday, 11 a.m. to 9 p.m. and Saturday and Sunday, 11 a.m. to 2 p.m. 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 offices for the Office of Campus Life, the Office of Residential Life, 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.

On the Rocks

On the Rocks Pub & Grill is located on the second floor of the Rocky Top Student Center. The space is outfitted with 16 flat screen TVs, gaming tables, an AV system and a variety of seating and dining options. On a limited basis, the space may be reserved for special events. Student organizations should follow typical event registration processes, while departments/offices may contact the Department of Facilities Events staff at universitiescheduling@qu.edu.

Post Office

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

Public Safety

The York Hill Public Safety office is located on the first floor of the Rocky Top Student Center. Students can call or drop in to address any questions or concerns.

Student Health Services

Student health services are available on the first floor of the building. Click here (p. 33) for further information or use the Patient Portal (<https://studenthealthservices.quinnipiac.edu>) to schedule an appointment.

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 & Family Orientation, Student Centers and Student Involvement, Fraternity and Sorority Life, Campus Recreation, and Community Service
- CARE Team
- Graduate Student Affairs
- Health and Wellness: Counseling Services, Student Health Services, Fitness, and Prevention and Wellness Education
- Religious Life
- Residential Life
- Student Conduct

Student Learning Outcomes

Student Affairs has integrated the Quinnipiac University Essential Learning Outcomes (p. 47) throughout the student experience. As such, students who engage in Student Affairs programs and experiences will:

- 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 office-specific programmatic learning outcomes, please see the following:

- Campus Life Learning Outcomes (p. 25)
- Religious Life Learning Outcomes (p. 31)
- Residential Life Learning Outcomes (p. 32)
- Student Conduct Learning Outcomes (p. 33)

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards helps students and student organizations to make positive decisions, define their values, and demonstrate responsible behavior on and off campus.

The Office of Student Conduct and Community Standards:

- Advises and assists parties involved in conduct proceedings
- Trains and advises student conduct officers and student leaders
- Reviews decisions of the code of conduct process
- Maintains all student disciplinary records
- Collects and disseminates data and trends concerning student conduct
- Provides educational outreach programs for students

The Office of Student Conduct and Community Standards is located in the Student Affairs Building on Bobcat Way and is open Monday through Friday, 9 a.m. to 5 p.m. For more information please call **203-582-8753**.

Making a Referral to the Office of Student Conduct and Community Standards

CARE and Conduct Incident Reporting Form

The CARE and Conduct Incident Reporting Form (https://cm.maxient.com/reportingform.php?QuinnipiacUniv&layout_id=0) should be used to report any behaviors of concern to the appropriate individuals at Quinnipiac University, including but not limited to: concerns related to the well-being of a student, potential violations of the Student Code of Conduct (<http://catalog.qu.edu/handbooks/undergraduate/student-code-conduct-process/student-code-conduct/>), and general student behavioral concerns regardless of whether they occur on or off campus.

NOTE: The form should **NOT** be used to report emergencies. 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 and cannot care for their health and safety please **call 911 immediately**. If you need immediate assistance in non-emergency situations or are concerned about the well-being of a student outside of business hours, please call Public Safety at 203-582-6200.

Student Learning Outcomes

As a result of participating in the Student Conduct process, students will achieve the following competencies:

1. **Critical Thinking and Reasoning:** Analyze their behavior and its effect on the community.
2. **Responsible Citizenship:** Identify the impact of personal decisions.
3. **Social Intelligence:** Define their personal values.

Student Health Services

The mission of Quinnipiac University Student Health Services is to restore health, educate and support the Quinnipiac community by providing student-centered acute and preventive health services. Our vision is to promote a healthy campus community where students can enjoy optimal health as they pursue their academic, career and personal goals. Our highest priority is to meet the emergent health needs of the student population through assessment, triage, treatment, education and referral.

Services Offered

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

- Acute care
- Rides to local appointments and pharmacies
- Flu vaccine clinics
- Health education materials
- Dietitian on staff
- Referral services
- STI screenings
- Women's health services
- After hours Nurse Telephone Triage

Student Health Services does not participate in third-party insurance billing. All charges for referrals, diagnostic procedures and lab work will be billed directly to the student at the student's home address. Quest Diagnostics is the default laboratory unless the student advises the health care provider at the time of service. 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.

Student Requirements

Quinnipiac University requires all students to be adequately immunized against measles, mumps, rubella and varicella, according to Connecticut state requirements. A meningitis vaccine is required for anyone living in campus-owned housing within five years from the first day of classes.

Students are responsible for completing their student health requirements through the Patient Portal (<https://studenthealthservices.quinnipiac.edu>).

All students **must** maintain major medical insurance. 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. 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/>).

Making an Appointment

To schedule an appointment, please access your Patient Portal (<https://studenthealthservices.quinnipiac.edu>) or call Student Health Services at 203-582-8742.

Hours

Mount Carmel Campus

During the Academic Year
Monday - Friday: 8 a.m. - 8 p.m.
Saturday - Sunday: 10 a.m. - 4 p.m.

During summer and winter breaks: 8 a.m. - 4 p.m., Monday - Friday

York Hill Campus

During the Academic Year
Monday - Friday: 12 p.m. - 8 p.m.

During summer and winter breaks: Closed

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.

After Hours Nurse Telephone Triage: 203-582-8742
Counseling Services: 203-582-8680

Public Safety: 203-582-6200

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

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. Quinnipiac has two Technology Centers, where faculty and students can receive computer repair services as well as assistance with various equipment and computer software programs licensed to Quinnipiac University. 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 from 8 a.m.-midnight, Monday-Friday and 9 a.m.-midnight on Saturday and Sunday during the academic year, and contains more than 50 publicly available computers. 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.

QUEST Mentoring

The Quinnipiac University Enriching Student Transitions Program (QUEST) is a mentoring program focused on easing incoming underrepresented students' transition (students of color, first-generation and international students) to the university. The Department of Cultural and Global Engagement pairs incoming students with a faculty or staff mentor and a peer mentor to assist with the academic and social transitions. First-year students are recruited during the summer before their arrival in the fall semester.

QU First-Year Immersion

Research suggests that summer immersion programs help facilitate successful student transition to university life, improve academic performance, increase retention rates, and lead to on-time graduation. Quinnipiac University has established a First-Year Immersion (QU FYI) summer program for admitted students from traditionally underrepresented and marginalized groups. Students participate in social, cultural and academic initiatives during this residential program and fully immerse themselves into the Bobcat community while laying a solid foundation for future success.

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 in student life. The university supports 21 highly competitive, Division I intercollegiate teams. For specific program information, email 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 RESOURCES

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; anthropology is naturally interdisciplinary, and our focus on imaging, bioarchaeology, and forensic science integrates the sciences, humanities and arts. Research projects, field experiences and international coursework provide unique opportunities to experience current and ancient cultures, often leading to publications and presentations at professional conferences. The Bioanthropology Research Institute has formal relationships with many well-known domestic and international museums.

Students should contact the Bioanthropology Research Institute (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbriq.squarespace.com%2F&data=04%7C01%7CElizabeth.Brown%40quinnipiac.edu%7C8031cf8c1dba485ca5b108d908b2a17d%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637550385572460349%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhawWILCjXVCiwiOiI6I3D%7C1000&sdata=8Nb89yEnvo0UjFJcNTM%2BNqMslipWdpfCSJxhAq4gg%3D&reserved=0>) 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.

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. The main floor includes collaborative classrooms, a multimedia computer classroom, a design studio, an 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 Innovation and Effectiveness, plus faculty and administrative offices.

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

The 2,000 square-foot Terry W. Goodwin '67 Financial Technology Center, housed in the Lender building, is a state-of-the-art Wall Street trading room. The center provides access to various economics, accounting and financial information through subscriptions to Bloomberg, S&P Global Capital IQ, and Rotman Interactive Trader etc. Such subscriptions, along with the software installed in the center's computer workstations, enable students to retrieve real-time financial data, develop financial analytical skills, conduct trading simulations and build financial models. Students

can make real-time investment decisions and learn how the financial markets work by managing a real-life student portfolio.

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 and continues to have repercussions and relevance in the world today. 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 ighi@qu.edu (ighi@quinnipiac.edu).

Ireland's Great Hunger Museum

Ireland's Great Hunger Museum is home to the world's largest collection of visual art, artifacts and printed materials relating to the Irish Famine (1845-1852). The museum is located at 3011 Whitney Avenue, near Quinnipiac's Mount Carmel and York Hill campuses and is open year-round to the public. The 4,750-square-foot museum offers field trips, art classes, lectures, concerts and other events designed to educate the general public, scholars, researchers, artists and students about the Great Hunger and to draw parallels to modern issues of immigration, government corruption, xenophobia, hunger, public health and more through the use of artwork. 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; dedicated student team meeting rooms; a Career Development Resource Center with dedicated student and employer resources, interview rooms, and networking space; and faculty and dean's offices. This complex is also home to the People's United 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 and wireless connectivity. In addition to the group study rooms, the library features individual study carrels, tables, soft seating and rocking chairs, all with magnificent views. 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, the Learning

Commons, the Offices of Administrative Services, One Stop (formerly 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 Communications Center

Housed within the Lender building is the Ed McMahon Communications Center (McMahon 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 through the Electronic News Production System (ENPS), advanced digital video editing suites, 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 90 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. Content is managed through a Ross media server with additional capture and distribution provided by LiveU and Youtube Live.

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.

Albert Schweitzer Institute

The Albert Schweitzer Institute at Quinnipiac University enhances the student experience through various travel and experiential learning opportunities focused on environment/sustainability, human health and development, and peace and human rights. The institute hosts world leaders on campus; and explores issues related to Schweitzer's philosophy of *Reverence for Life*. The facility at 660 New Road contains a museum illustrating Schweitzer's legacy, a conference room that hosts exhibits and events, and outdoor gardens and green infrastructure. See the Albert Schweitzer Institute (p. 25) 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.

ACADEMICS

Schools and Colleges

All Quinnipiac University programs fall within nine major academic areas:

- College of Arts and Sciences (p. 164)
- School of Business (p. 241)
- School of Communications (p. 270)
- School of Education (p. 410)
- School of Engineering (p. 289)
- School of Health Sciences (p. 306)
- School of Law (p. 454)
- Frank H. Netter MD School of Medicine (p. 355)
- School of Nursing

Programs

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

- Bachelor's Degree Programs (p. 42)
- Undergraduate Minors (p. 54)
- Graduate and Combined Degree Programs (p. 51)
- Special programs, such as Pre-Law (p. 57), Pre-Dental (p. 55) and Pre-Medical Studies (p. 58) as well as the Honors Program (p. 53).

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. 538) section of the catalog.

Undergraduate students with strong academic records and extensive intellectual curiosity may apply to the Honors Program (p. 53).

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. As part of providing feedback to faculty, student work (that has been de-identified) may be used for faculty development. 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.

BACHELOR'S DEGREE PROGRAMS

Bachelor's 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. 284)
- Communications (p. 281)
- Computer Science (p. 291)
- Criminal Justice (p. 225)
- English (p. 189)
- Environmental Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-environmental-studies/>)
- Film, Television and Media Arts
- Game Design and Development
- Gerontology (p. 227)
- Graphic and Interactive Design (p. 277)
- History (p. 193)
- Independent Major (p. 170)
- Interdisciplinary Studies (p. 169)
- Interdisciplinary Studies/Concentration in Education Studies (p. 169)
- Journalism (p. 279)
- Law in Society
- Liberal Studies (p. 371)
- Mathematics (p. 202)
- Philosophy
- Political Science (p. 210)
- Public Relations (p. 285)
- Sociology (p. 228)
- Spanish Language and Cultures (p. 205)
- Sustainability and Environmental Policy (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-sustainability-and-environmental-policy/>)
- Theater

Bachelor of Business Administration (BBA)

- Business Administration (p. 248)

Bachelor of Fine Arts (BFA)

- Film, Television and Media Arts (p. 274)

Bachelor of Science (BS)

- Accounting (p. 249)
- Applied Business (<http://catalog.qu.edu/business/management/applied-business-bs/>)
- Athletic Training (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/athletic-training-bs/>)
- Behavioral Neuroscience
- Biochemistry (p. 181)
- Biology (p. 172)

- Biomedical Marketing (p. 264)
- Biomedical Sciences (p. 311)
- Business Administration (Online BS Completion Track) (p. 248)
- Business Analytics (<http://catalog.qu.edu/business/computer-information-systems/business-analytics-bs/>)
- Chemistry (p. 183)
- Computer Information Systems (p. 252)
- Computer Information Systems and Accounting
- Computer Science (p. 295)
- Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/data-science-bs/#text>)
- Diagnostic Medical Sonography
- Economics (p. 186)
- Engineering, Civil
- Engineering, Industrial
- Engineering, Mechanical
- Engineering, Software
- Entrepreneurship and Innovation (p. 256)
- Environmental Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/bs-environmental-science/>)
- Finance (p. 259)
- Health Science Studies (p. 314)
 - Online BS Completion Track (p. 326)
- Human Resource Management (<http://catalog.qu.edu/business/management/human-resource-management-bs/>)
- Interdisciplinary Studies (p. 169)
- International Business (<http://catalog.qu.edu/business/entrepreneurship-strategy/international-business-bs/>)
- Marketing (p. 265)
- Microbiology and Immunology (p. 318)
- Nursing (p. 363)
 - Traditional BSN Program for High School Graduates (p. 363)
 - Accelerated BSN Program for Second Degree Students (p. 361))
 - RN to BSN Completion Program (online) (p. 366)
- Occupational Therapy (p. 338) (*see MOT*)
- Physical Therapy (p. 343) (*see DPT*)
- Physician Assistant (p. 349) (entry-level)
- Premedical Studies
- Psychology (p. 219)
- Radiologic Sciences (p. 335)
- Supply Chain Management (<http://catalog.qu.edu/business/management/supply-chain-management-bs/>)

Minors

Please see the Minors (p. 54) section for a complete listing.

Undergraduate Certificate Programs

- Certificate/Minor in Legal Studies (p. 199) (ABA Approved)
- Global Supply Chain (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fbusiness%2Fentrepreneurship-strategy%2Fglobal-supply-chain-cert%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7C59f133409b5e404f756f08d80be9a1f6%7C0940985869fb4de9987990db22b>)

%7C0%7C0%7C637272445363066685&sdata=bz5R8pngd9WETzK4hZ
%2BnBT4Bw5I4TdpV1ZHWgLXDiSc%3D&reserved=0)

- Global Business Affairs Polish Certificate Program (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fbusiness%2Fgba-polish-certificate%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7C59f133409b5e404f756f08d80be9a1f6%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272445363076674&sdata=moFQPe6ryqqUVmJbqcoLZOQC67oDQfBMg6qf0EV2Pi0%3D&reserved=0>)
- Lean Six Sigma Certificate - Green Belt (<http://catalog.qu.edu/engineering/engineering/lean-six-sigma/>)

Graduate Degree Programs and Dual-Degree Programs

See the Graduate Degrees page (p. 51) for information on Quinnipiac's graduate and dual-degree programs.

CENTER FOR EXCELLENCE IN TEACHING AND SERVICE TO STUDENTS

The Center for Excellence in Teaching and Service to Students recognizes the exemplary work of our faculty and staff at Quinnipiac University. Each year, six distinguished members of our community are honored for their dedication to students and their significant contributions to Quinnipiac's evolution as the University of the Future. The Center for Excellence in Teaching and Service to Students serves an important role in supporting President Judy Olian's strategic plan and its four pillars — to build an institution-wide mindset that prepares graduates for 21st-century careers and leadership; to create an inclusive, excellence-driven community; to nurture and positively impact internal, local and global communities; and to foster lifelong connections and success. To this end, the Excellence in Teaching Award and the Excellence in Service to Students Award reflect the highest professional standards at Quinnipiac. The university holds a formal celebration each fall to honor the recipients.

CENTER FOR INTERPROFESSIONAL HEALTHCARE EDUCATION

The Center for Interprofessional Healthcare Education uses a collaborative approach that helps develop health care professionals who are capable of providing evidence-based, coordinated and patient-centered health care. The center enables faculty, students and community partners to learn together, identify effective and efficient delivery options and engage in team practice that meets the challenges of 21st-century health care.

The overarching purpose of the Center for Interprofessional Healthcare Education is to give students in the School of Health Sciences, School of Nursing, and Frank H. Netter MD School of Medicine the opportunity to develop skills in hands-on, team-based health care environments, preparing them for all of the obstacles inherent in modern health care.

Interprofessional (IP) education is when students from two or more professions learn about, from and with each other.¹ The goal of interprofessional education is to help prepare future health professionals for enhanced team-based care of patients and improved population health outcomes.²

Educational opportunities from the Center for Interprofessional Education revolve around the quadruple aim of health care: improve the patient experience of care, improve the health of populations, reduce the per capita cost of health care and improve the work life of health care providers.³ The center embeds the core competencies of interprofessional education (values and ethics, roles and responsibilities, interprofessional communication, and teams and teamwork²) into various learning activities to better prepare students to become high-quality health care providers.

The program of distinction is an optional program that enables groups of students from all of Quinnipiac's health care-based programs to develop the core competencies of interprofessional, team-based health care.

Program requirements include 60 hours of knowledge and skills development, experiential learning activities. Graduating with the distinction in interprofessional health care education gives students an advantage as it proves to employers that they have experienced the team dynamic that defines patient care today. A digital badge is a formal recognition certifying completion and competence of interprofessional education activities; badges can be displayed in a variety of online platforms including email, social media and social networking sites.

Visit the CIHE resource website on MyQ (<https://myq.quinnipiac.edu/Academics/CIPHE/Pages/default.aspx>) for a full list of offerings.

Visit the Interprofessional Health Care (<https://www.qu.edu/academics/centers-and-institutes/center-for-interprofessional-healthcare-education/>) page on our website for more information.

- ² Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, D.C.: Interprofessional Education Collaborative.
- ³ Bodenheimer T., Sinsky C. From triple to quadruple aim: care of the patient requires care of the provider. *Ann Fam Med*. 2014;12(6):573-576. doi:10.1370/afm.1713

¹ WHO (World Health Organization). Framework for action on interprofessional education and collaborative practice. [March 4, 2013]. [who.int/hrh/resources/framework_action/en/index.html](http://www.who.int/hrh/resources/framework_action/en/index.html) (http://www.who.int/hrh/resources/framework_action/en/)

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.
- Mentors to engage in collaborative discourse and reflection on course design and instruction.
- 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 and Critical Thinking and the Community and Civic Engagement Committee (p. 62).

Quinnipiac University Writing and Critical Thinking

Quinnipiac University Writing and Critical Thinking (QUWACT) is a multidisciplinary faculty-run organization that supports the use of evidence-based writing practices to improve students' critical thinking. QUWACT also supports scholarly research on the intersection of writing and critical thinking. The organization works with faculty to promote the following pedagogical principles:

- Support critical thinking and writing as processes rather than products.
- Recognize the diversity of methodologies and goals of each discipline, and how this diversity influences critical thinking and writing practices.
- Use formal and informal writing as active, recursive and powerful processes that can generate and develop critical thinking within and across the disciplines.
- Improve students' critical thinking as a way to help them improve the content and form of their writing.

ESSENTIAL LEARNING OUTCOMES

Approved by the Faculty Senate on March 15, 2021

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.

- Disciplinary Knowledge
- Effective Communication
- Recognition of Differences and Equity
- Higher-Order Thinking
- Creative Thinking
- Inquiry and Analysis
- Social and Emotional Intelligence

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

Inclusion, Diversity, Equity and Learning Certificate Program

The Inclusion, Diversity, Equity and Learning Certificate program (IDEAL) is intended for students who seek out opportunities to learn about the broad variety of human experience. The College of Arts and Sciences offers a number of courses that focus on people in societies who have been historically underrepresented and underprivileged. By taking some of these courses, students are eligible to receive a certificate from the College of Arts and Sciences that reflects the commitment they have made to diversifying their college curriculum. Visit the IDEAL Certificate program page (<https://cas360.qu.edu/ideal-certificate-program/>) for more information.

Community and Civic Engagement Badge

Students who are interested and meet the requirements are eligible to receive a badge from the Committee for Community and Civic Engagement that reflects the commitment they have made to be engaged community and world citizens through opportunities in designated courses and co-curricular community and civic engagement activities. Detailed information and application information can be found on the Community and Civic Engagement Badge page on MyQ. (<https://myq.quinnipiac.edu/Student%20Life/OOCS/Forms/Community%20and%20Civic%20Engagement%20Badge.pdf>)

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 and is calculated at the student level.

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. In addition, if grades are awarded while an academic integrity 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. Apart from academic integrity cases, 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.

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.
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 coursework 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.

GRADUATE AND DUAL-DEGREE PROGRAMS

Arts and Sciences

- Accelerated Dual-Degree Bachelor's/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 236)
- Accelerated Dual-Degree BS in Economics/MBA (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)
- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) (<http://catalog.qu.edu/arts-sciences/chemistry-physical-sciences/bio-chem-molecular-cell-biology-accelerated/>)
- Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) (p. 176)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 381)
- Dual-Degree MA/MAT or BS/MAT in Secondary Education (4+1) (p. 383)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) (p. 178)
- Master of Science in Molecular and Cell Biology (p. 179)

Business

- Accelerated Dual-Degree BS/MS in Accounting (3+1) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Faccounting-ms%2Faccelerated-dual-degree-bs-ms%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7Ccf74b7ee852a4fc9d7ce08d80bd3a83e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272350969077281&sdata=3WFQpMQVa6ldnDmKwLoXc3WmXnAZ1rto204gBnGr0%3D&reserved=0>)
- Accelerated Dual-Degree BS/MSBA (3+1) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Fbusiness-analytics-ms%2Faccelerated-dual-degree-bs-ms%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7Ccf74b7ee852a4fc9d7ce08d80bd3a83e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272350969087275&sdata=YRdzNPWk%2FZIOYCS78SWG0QZtCheoj6lQYgZmya6lawl%3D&reserved=0>)
- Accelerated Dual-Degree BS in Economics/MBA (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS/MBA (3+1) (p. 389)

- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Faccounting-ms%2Fdual-degree-bs-ms&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7Ccf74b7ee852a4fc9d7ce08d80bd3a83e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272350969077281&sdata=JZS0YzmjsYCM%2B3ivr%2Bm7iaSykA6dJTNwwotdx9tMPF0%3D&reserved=0>)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS/MBA (4+1) (p. 391)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Fbusiness-analytics-ms%2Fdual-degree-bs-ms%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7Ccf74b7ee852a4fc9d7ce08d80bd3a83e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272350969087275&sdata=YVGDa1dn%2Batme4umvd0UmSob4ZafYWeqs2jImgzH1PQ%3D&reserved=0>)
- JD/MBA (Juris Doctor) (p. 391)
- Master of Business Administration (p. 388) (online or on campus)
- Master of Science in Accounting (p. 392)
- Master of Science in Business Analytics (p. 395) (online or on-campus)
- Master of Science in Organizational Leadership (p. 396) (online)
- Professional Master of Business Administration (online) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Fbusiness-administration-professional-mba%2F&data=02%7C01%7CDonna.Pintek%40quinnipiac.edu%7Ccf74b7ee852a4fc9d7ce08d80bd3a83e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637272350969097269&sdata=x68syv0KmcCbNE7gadV%2BJ7kuEGPB0HpoLAsO508gNls%3D&reserved=0>)

Communications

- Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 288)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (<http://catalog.qu.edu/graduate-studies/communications/dual-degree-cinematic-production-management-ba-bs-ms/>)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 404)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 405)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 406)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 408)
- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/>)
- Master of Science in Interactive Media and Communications (p. 398) (online)
- Master of Science in Journalism (p. 399)
- Master of Science in Public Relations (p. 400)

- Master of Science in Public Relations – Online/Professional Track (p. 402)
- Master of Science in Sports Journalism (p. 403)

Education

- Certificate of Completion in Special Education (p. 420)
- Certificate in Online Course Design (p. 418)
- Certificate in Social and Emotional Learning and School Climate (p. 410)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 381)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 383)
- Master of Arts in Teaching – Elementary Education (p. 413)
- Master of Arts in Teaching – Secondary Education (p. 411)
- Master of Science in Instructional Design (p. 414) (online only)
- Master of Science in Special Education (p. 416) (online only)
- Sixth-Year Diploma in Educational Leadership (p. 418)

Engineering

- Master of Science in Cybersecurity (p. 421)
- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 303) (4+1)
- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (<http://catalog.qu.edu/health-sciences/biomedical-sciences/health-science-studies-bs/hss-ie-double-major/#text>)

Health Sciences

- Accelerated Dual-Degree Bachelor's/Master's in Social Work (3+2) (p. 379)
- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (<http://catalog.qu.edu/health-sciences/biomedical-sciences/health-science-studies-bs/hss-ie-double-major/#text>)
- Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) (<http://catalog.qu.edu/health-sciences/biomedical-sciences/bms-pathologists-assistant-bs-mhs/>)
- Dual-Degree BS/MHS in Biomedical Sciences (4+1) (p. 321)
- Bachelor's/Doctor of Physical Therapy (DPT) (p. 344)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442) (post-professional)
- Entry-Level Professional Doctor of Occupational Therapy (p. 435)
- Master of Health Science in Advanced Medical Imaging and Leadership (p. 424)
- Master of Health Science in Biomedical Sciences (p. 425)
- Master of Health Science in Cardiovascular Perfusion (p. 428)
- Master of Health Science in Pathologists' Assistant (p. 445)
- Master of Health Science in Physician Assistant (p. 448)
- Master of Health Science in Radiologist Assistant (p. 452)
- Master of Social Work (p. 439)
- Post-Professional Occupational Therapy Doctorate (OTD) (p. 443) (online)

Law

Admission is through the School of Law. The School of Law has its own section of the academic catalog (p. 454) 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) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- Juris Doctor/Master of Business Administration (p. 474) (JD/MBA)
- Juris Doctor/Master of Environmental Law and Policy (p. 474) (JD/MELP)
- Juris Doctor/Master of Regulation and Law (JD/MERL) (<http://catalog.qu.edu/school-of-law/juris-doctor/jd-merl/>)
- Juris Doctor/Master of Food and Agriculture Law and Policy (JD/MFALP) (<http://catalog.qu.edu/school-of-law/juris-doctor/jd-mfalp/>)
- Juris Doctor/Master of Social Work (p. 474) (JD/MSW)
- Juris Doctor Program (full-time) (p. 457)
- Juris Doctor Program (part-time) (p. 466)
- Master of Laws in Health Law (LLM) (p. 488)

Medicine

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

- Medical Doctor (MD) (<http://catalog.qu.edu/school-of-medicine/md/>)

Nursing

- Doctor of Nursing Practice – Nurse Anesthesia (p. 519) (post-bachelor's study)
- Doctor of Nursing Practice (p. 521) (post-master's study)
- Doctor of Nursing Practice - Nurse Practitioner (for QU MSN NP graduates) (p. 522)
- Master of Science in Nursing – Adult-Gerontology Nurse Practitioner (p. 525)
- Master of Science in Nursing – Family Nurse Practitioner (p. 526)
- Master of Science in Nursing – Operational Leadership (p. 528) (online)
- Master of Science in Nursing – RN to MSN Completion (p. 530) (online)

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. Students in the Honors Program need to maintain a GPA of 3.3 or higher.

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 March 1st 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/about-our-programs/honors-program/>).

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 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
- Economics
- English
- Entrepreneurship and Innovation
- Film and Television
- Finance
- Fine Arts
- Game Design and Development
- Gerontology
- Global Public Health
- Health Care Management
- History
- History and Philosophy of Science

- Independent Minor
- 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
- Nutrition
- Philosophy
- Political Science
- Psychology (p. 222)
- 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.**

Students may enroll in the pre-medical designation after the start of classes by attending one "Pre-Med 101" workshop held by the director of pre-health advising. Undergraduate applicants should indicate their interest in pre-medical studies when applying to QU. This will automatically add you to the director's email list, whereby you will receive communication regarding Pre-Med 101 offerings prior to and after matriculation.

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
- All coursework for pre-dental designations must be completed on-ground (no online coursework will be accepted)
- All attempts for repeated courses will determine GPA eligibility (grades will not be "replaced" for repeat courses)
- If coursework is completed elsewhere, it must be transferred in as QU credits and listed on the QU transcript.

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.

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
Required Courses		
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))	
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
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	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 STUDIES

Students interested in attending law school must have a BA or BS degree.

Completion of the Law School Admission Test (LSAT) is also required by most American Bar Association-approved law schools. 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 their 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, 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 (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>), allows students to complete their undergraduate and their law degree in 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.)

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 or DVM. Pre-medical designation status is not intended for students enrolled in QU's entry-level professional track programs. Interested students may enroll in the pre-medical 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 coursework 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 vary by program type and school. Students must check their intended programs in advance of the application process to determine whether additional coursework 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 (PrehealthAdvising@qu.edu).

Requirements

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

- Cumulative GPA of 3.3 or above in required pre-med designation courses
- Minimum of 18 credits of pre-med designation coursework must be completed at Quinnipiac
- All coursework for pre-dental designations must be completed on-ground (no online coursework will be accepted)
- All attempts for repeated courses will determine GPA eligibility (grades will not be "replaced" for repeated courses)
- If coursework is completed elsewhere, it must be transferred in as QU credits and listed on the QU transcript

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 (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 coursework 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
Required Courses		
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 I Lab	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 coursework 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 August.

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.

Co-Majors

A co-major is a program that is not meant to be a stand-alone program but must be taken in conjunction with another major program.

Double Majors

A student may request to major in two areas of study. The student must fulfill all department requirements in both areas and complete all school requirements in the school(s) granting the degree(s). The student receives one diploma if the degrees awarded are the same type. Those earning both a bachelor of science and a bachelor of arts degree will receive two diplomas.

Double Degrees

A student may earn two undergraduate degrees of different types (e.g., bachelor of arts, bachelor of science, bachelor of fine arts) 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.

Dual-Degree and Accelerated Dual-Degree Programs

A student may apply to a dual-degree program or accelerated dual-degree program, which allows the student to receive both an undergraduate and graduate degree. The student must fulfill all requirements of both degrees and while some of the classes may be taken concurrently, most work is completed sequentially. The student will receive one undergraduate diploma and one graduate diploma. In the accelerated dual-degree program, both degrees are completed in a shorter period of time than if the student attended each degree program separately. To complete the degrees in the compressed time period, it may be required for the student to take some courses over the summer and January terms.

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 or she passed away during the last semester of his or her degree program at Quinnipiac. If the deceased student had completed sufficient work in order to be awarded course grades for his or her final semester, the student will be issued either the grade for which he or she was eligible at the time of his or 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 coursework 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 or her degree program. The In Memoriam degree honors a deceased student's progress toward a degree, but is not included in the official count of degrees. To be eligible for the In Memoriam degree, at the time the student's 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 or spring term; and 2) in good academic standing. For any courses the student was enrolled in at the time of their death, the student will be issued either

the grades they earned if sufficient coursework 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 Community and Civic Engagement Committee 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 Community and Civic Engagement and Service Learning opportunities.

Service Learning or Community and Civic Engagement classes integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. Quinnipiac University is a member of Campus Compact, 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.

Community and Civic Engagement Student Learning Outcomes

- Ability to demonstrate intercultural knowledge and competence.
- Ability to demonstrate rapport with people from different walks of life through verbal and nonverbal communication, thoughtfulness in word choice and tone of voice, curiosity about others, respectfulness toward others and their experiences, and remaining resourceful even in the face of interpersonal conflict with members of the community.
- Ability to identify partner needs and offer suggestions to the design of the community project.
- Competency in evaluating one's expected role within the ecosystem of desired profession or community.
- Effectiveness in communicating how to address a community need.
- Ability to analyze aims, efforts and accomplishments that emerged from engagement in the community or service learning.
- Ability to competently and critically evaluate how community engagement has altered one's preparedness for entering chosen profession or community.
- Competency in professional dispositions as a result of service learning or community engagement.

Community and Civic Engagement Badge

Students who are interested and meet the requirements are eligible to receive a badge from the Committee for Community and Civic Engagement that reflects the commitment they have made to be engaged community and world citizens through opportunities in designated courses and co-curricular community and civic engagement activities. Detailed information and application information can be found on the Community and Civic Engagement Badge page on MyQ. (<https://myq.quinnipiac.edu/Student%20Life/OOCS/Forms/Community%20and%20Civic%20Engagement%20Badge.pdf>)

STUDY ABROAD

Education Abroad

At Quinnipiac University, we feel a sense of obligation to work toward a more interconnected and globally engaged environment. We do this by increasing intentional global engagement opportunities for students, faculty and staff to learn both in and outside the classroom. Quinnipiac students participate in semester and short-term programs, internships, community engagement, clinical, research and faculty-led programs abroad in various countries such as Barbados, Costa Rica, Dominican Republic, Germany, Guatemala, Ireland, Italy, Japan, Morocco, Poland and Spain. Administered by the Department of Cultural and Global Engagement, study abroad programs can develop responsible and engaged citizens by cultivating their cultural awareness, humility, skills and knowledge necessary to participate respectfully in the global community. All students are advised to plan early to study abroad and 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 to understand the policies and procedures for our education abroad opportunities.

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 have a cumulative GPA of 3.0 to apply.
2. Students must not have any current and/or pending conduct sanctions.
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 must obtain approval from their academic advisers and respective dean(s) for all courses taken abroad. Students who fail to comply with policy and procedure, especially by not receiving course approval, will not receive credit and will be ineligible to study abroad through Quinnipiac University.
6. The cost of study abroad includes, but is not limited to: Quinnipiac's tuition and residence fees (less the dining service fee) and required overseas emergency medical insurance and security assistance fee. The student is also responsible for paying security deposits, program application fees and/or program withdrawal fees. Additional expenses include, but are not limited to airfare, visas, passports, meals, academic materials, lab fees, internet usage, public transportation, personal travel, etc.
 - If a student is selected for a QU exchange program abroad, residence fees will be paid by the student directly to the host institution.
 - The student is not charged for a QU meal plan.
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. 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.

10. Students may not take classes for a pass-fail grade.

Short-Term Study Abroad Policies

1. Students must maintain a 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.
4. 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, the student must file a variant procedure form with their college or school dean.
5. 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.
6. Students studying abroad must obtain approval from their academic advisers and respective dean(s) for all courses taken abroad. Students who fail to comply with policy and procedure, especially by not receiving course approval, will not receive credit and will be ineligible to study abroad.
7. 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.
8. When studying through a Quinnipiac-approved short-term study abroad program, the student must pay the program cost directly to the host institution or affiliates. The student is responsible for paying Quinnipiac's mandatory overseas emergency medical insurance and security assistance fee. 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.

Study Abroad Withdrawal Policies

Withdrawal from a semester or short-term program abroad initiated by the student, QU, the program providers and/or the host institution may result in, but not limited to, a loss of housing, flight, program fees and/or tuition.

- Regardless of the reason and effective date of withdrawal, it is the responsibility of students to immediately notify QU's Department of Cultural and Global Engagement in writing to understand the implications of their withdrawal actions.
- Depending on the circumstances of the withdrawal, the student may be subject to QU's student conduct process.
- If QU, the program providers and/or the host institution cancel a program (even after the program has started) for reasons beyond its control, including, but not limited to government actions (including those restricting travel), pandemics, fire, flood, explosion, earthquake or other natural forces, war, civil unrest, accident, terrorism, any strike or labor disturbance or any other event similar to those enumerated

above (a “force majeure” event), participants are not guaranteed refunds.

- If there are recoverable costs, they may include program fees, including tuition, housing, program-specific social/cultural activities/excursions, safety and security insurance, administrative costs and organized flights. Many of these costs are paid before the start of the program and are **not** typically recoverable. Students must understand these financial commitments in advance of committing to the study abroad program.
- There is no refund credit for a student who is suspended or expelled from the program for any reason.

Quinnipiac in Cork, Ireland

All Quinnipiac students 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. Cork, Ireland, is a unique mix of a quaint Irish life with the bustle and convenience of a city. It is a hub of Irish music, culture, traditions, food and modern Irish life. The program includes:

- On-site orientation led by Quinnipiac faculty and staff: safety, protocol, academic advisement, cultural transitions, group meals, events, etc.
- UCC International student orientation
- Academic courses for many majors
- Discipline-focused workshops
- Wellness Retreat
- Involvement/community engagement opportunities
- Previous field excursions have included: Ring of Kerry, Blarney Castle, west coast of Ireland, family farm weekend in West Cork.

For more information about the UCC direct program, visit the Quinnipiac Study Abroad website. (<https://educationabroad.qu.edu>)

Washington, D.C., Semester Programs

Please visit the QU in DC (p. 215) page under the College of Arts and Sciences Department of Philosophy and Political Science.

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. QU in LA is open to both undergraduate and graduate students from all majors and programs. Undergraduate students must have at least a 3.0 GPA and have completed 57 credits before they arrive in Los Angeles. Graduate students must have a 3.0 GPA and have completed at least two graduate courses and at least one semester at Quinnipiac.

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/facilities-and-resources/quinnipiac-university-in-los-angeles/>).

Faculty-Led Courses Abroad

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 Barbados, Bonaire, Costa Rica, Dominican Republic, Guatemala, Japan, Morocco and Poland. Students interested in participating in a Quinnipiac faculty-led course abroad should contact the Department of Cultural and Global Engagement or attend one of the information sessions offered throughout the year.

Community-Engaged Global Learning

During summer, winter and spring recess, Quinnipiac offers for-credit and non-credit bearing faculty-led programs to sites in the United States and abroad. These experiential learning programs, to carefully selected locations, are intentionally designed to foster unique educational opportunities made possible by crossing many borders: political, cultural, socioeconomic, environmental and national. Pre-trip orientation and on-site instruction are facilitated by Quinnipiac faculty or staff from the Department of Cultural and Global Engagement.

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 ensure 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. 47) 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
MA Mathematics		3
MA 110, MA 140, MA 141, MA 151, MA 170, MA 176, MA 205, MA 206, MA 229, MA 275, MA 285		
Total Credits		12

First-Year Seminar

A Quinnipiac University education is directed toward forming a mindset of life-time learning, establishing an inclusive, excellence-driven community, nurturing local and global communities, and fostering lifelong connections and success. The first-year seminar initiates such an education as the starting point of the University Curriculum. Each student enrolls in a faculty-designed seminar constructed to help examine a complex problem, an enduring question, or new ideas from multiple perspectives. This seminar is designed to accomplish three essential goals that help prepare students for 21st-century careers and citizenship. First, it introduces students to the concept of inquiry as a process that utilizes multiple approaches and perspectives to investigate problems, questions, or ideas systematically. Students learn that the process of inquiry includes the collection, analysis and evaluation of various types of evidence. Second, the seminar enables students to practice inquiry through an investigation of a problem, question, or idea that faculty select from their areas of expertise. Finally, students begin to develop complex thinking skills that they will deepen throughout their undergraduate experience in the University Curriculum.

First-Year Writing

In the two-semester "Writing as Inquiry" foundational sequence of the University Curriculum, students are introduced to the idea that academic reading and writing are the forms of inquiry they will engage in throughout their education, including their major and capstone courses, and beyond. Reading and writing as forms of inquiry include comprehending difficult written materials across a variety of discourses, analyzing contexts and audiences and applying that analysis in their reading and writing practices. The courses in the breadth component will refine reading and writing as forms of inquiry in disciplinary and interdisciplinary contents, enabling an understanding of a variety of discourses and writing strategies for effective communication, including

the conventions of writing as they influence the successful exchange of ideas in academic, professional and public forums.

Mathematics

Mathematics is both an art and a science, laying the foundation for many of the advances in modern science, technology and civilization. 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. A student who studies mathematics learns strategies to solve problems, analyze situations, and justify conclusions. Mathematics is a foundational mode of inquiry required of all undergraduate students. Several courses fulfill this foundational requirement; each student selects the mathematics course based on interest and the requirements of their major.

Disciplinary Inquiry (4 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 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 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 coursework 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	3
AN 103	Dirt, Artifacts and Ideas	3
AN 210	Gender/Sex/Sexuality (WGS 211)	3
AN 237	Health and Medicine Around the World	3
AN 243	Ancient Food For Thought (ENV 243)	3
AN 252	The Science of Human Diversity	3
BMS 200	Biomedical Basis and Experience of Human Aging	3
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WGS 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
CN 210	Chinese Culture and Civilization	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 (WGS 235)	3
EN 265	Black Writers in and Beyond the US	3
EN 277	Literature of the Americas	3
ENT 350	Social Entrepreneurship	3
ENV 201	Lessons in Local and Global Sustainability	3
GT 263	Sociology of Aging (SO 263)	3
GT 365	Aging and Social Problems (SO 365)	3
HS 122	Modern World History	3
HS 208	Twentieth-Century World History	3
HS 254	Colonial Latin America	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 the Renaissance (in Eng.)	3	AN 252	The Science of Human Diversity	3
JP 210	Introduction to Japanese Culture	3	AN 272	Sh t Happens: a Natural History of Human Waste (ENV 282)	3
PL 222	Bioethics	3	ARB 101	Elementary Arabic I	3
PL 266	Diverse Global Philosophies Philosophies	3	ARB 102	Elementary Arabic II	3
PS 210	Human Sexuality (WGS 210)	3	ARB 201	Continuing Elementary Arabic III	3
PS 244	Psychology of Prejudice	3	CJ 333	Drugs, Alcohol and Society (SO 333)	3
PS 262	Psychology of Women and Gender (WGS 262)	3	CJ 355	Crime and Media (SO 355)	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3	CN 101	Elementary Chinese I	3
SO 225	Social Problems	3	CN 102	Elementary Chinese II	3
SO 241	Sociology of Race and Ethnicity	3	CN 201	Intermediate Chinese I	3
SO 244	The Invisible Ladder: Social Inequalities Inequalities	3	COM 150	Public Speaking: Principles and Practice	3
SO 250	Youth Crime (CJ 250)	3	COM 250	Song and Dance	3
SO 255	Sociology of Families (WGS 255)	3	COM 340	Exploring Communications Abroad	3
SO 260	Social Control and Deviance	3	COM 350	Media Culture and Arts of Los Angeles	3
SO 263	Sociology of Aging (GT 263)	3	ENR 110	The World of an Engineer	3
SO 264	Power and Social Institutions	3	ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
SO 266	Population and Society	3	ENT 350	Social Entrepreneurship	3
SO 272	Education and Society	3	ENV 201	Lessons in Local and Global Sustainability	3
SO 280	Sociology of Health and Illness	3	FR 101	Elementary French I	3
SO 285	Protest and Social Change (WGS 285)	3	FR 102	Elementary French II	3
SO 304	Sociology of Gender (WGS 304)	3	FR 201	Intermediate French I	3
SO 308	The Immigrant Experience	3	FR 202	Intermediate French II	3
SO 317	Religion and Society	3	FR 301	Advanced French I	3
SO 320	Sociology of Hip-Hop Culture	3	FR 302	Advanced French II	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3	GR 101	Elementary German I	3
SO 355	Crime and Media (CJ 355)	3	GR 102	Elementary German II	3
SO 365	Aging and Social Problems (GT 365)	3	GT 365	Aging and Social Problems (SO 365)	3
SP 210	The Culture and Civilization of Spain	3	HBR 101	Introduction to Modern Hebrew	3
WS 101		3	HBR 102	Introduction to Elementary Modern Hebrew II	3
WS 210		3	IT 101	Elementary Italian I	3
WS 219		3	IT 102	Elementary Italian II	3
WS 235		3	IT 201	Intermediate Italian I	3
WS 255		3	IT 202	Intermediate Italian II	3
WS 262		3	IT 301	Advanced Italian I	3
			IT 302	Advanced Italian II	3
			JP 101	Elementary Japanese I	3
			JP 102	Elementary Japanese II	3
			JRN 343	Literary Journalism in the '60s	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
			MA 176	Baseball and Statistics (SPS 176)	3
			MG 105	Organizational Management	3
			PL 222	Bioethics	3
			PL 235	Philosophy of Science	3
			SO 304	Sociology of Gender (WGS 304)	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 227	Rites of Passage	3
AN 250	Forensic Anthropology	3

SO 306	Masculinities (WGS 306)	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 and Social Problems (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 202	Intermediate Spanish II	3
SP 301	Advanced Spanish I	3
SP 302	Advanced Spanish II	3
SP 312	Advanced Conversation	3
STC 101	Principles of Public Relations	3
STC 102	Principles of Advertising and Integrated Communications	3
WS 101		3

Natural Sciences

Code	Title	Credits
AN 104	Bones, Genes and Everything In Between	3
AN 104L	Bones, Genes and Everything In Between	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 125	Cross My Heart: An Introduction to the Human Cardiovascular System	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 117	The Human Organism	3
BMS 117L	The Human Organism Lab	1
BMS 162	Human Health and Disease	3
BMS 200	Biomedical Basis 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 105	Chemistry and Nutrition	3
SCI 105L	Chemistry and Nutrition Lab	1
SCI 161	Nutrition: an Investigative Experience	3

Social Sciences

Code	Title	Credits
AN 101	Local Cultures, Global Issues	3
AN 103	Dirt, Artifacts and Ideas	3
AN 210	Gender/Sex/Sexuality (WGS 211)	3
AN 230	Sustainable Development (ENV 230)	3
AN 233	Practicing Archaeology	3
AN 237	Health and Medicine Around the World	3
AN 240	Ethnography: Learning from Others	3
AN 243	Ancient Food For Thought (ENV 243)	3
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
CJ 241	Police and Policing	3
CJ 250	Youth Crime (SO 250)	3

PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 284	LGBTQ Identities and Communities (SO/WGS 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/WGS 232)	3
SO 241H	Honors Sociology of Race and Ethnicity	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	The Invisible Ladder: Social Inequalities Inequalities	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WGS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Power and Social Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Sociology of Health and Illness	3
SO 285	Protest and Social Change (WGS 285)	3
WGS 210	Human Sexuality (PS 210)	3
WGS 219	Women in Political Thought (PO 219)	3
WGS 232	Women in the Criminal Justice System (CJ/SO 232)	3
WGS 255	Sociology of Families (SO 255)	3
WGS 262	Psychology of Women and Gender(ps 262)	3
WGS 285	Protest and Change (SO 285)	3
EC 101	Chocolate, Cheating and Climate Change - Everyday Economics	3

Code	Title	Credits
ARB 210	Arab Culture and Society	3
CN 210	Chinese Culture and Civilization	3
ED 260	Social and Philosophical Foundations of Education	3
EN 204	Reading Literature	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay (ENV 213)	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 230	Reading the Environment (ENV 235)	3

EN 235	Literature by Women (WGS 235)	3	HS 272	Pirates and Matriarchs: Island Southeast Asia	3
EN 240	Survey of English Literature I	3	HS 274	Modern India	3
EN 241	Medieval Romances	3	HS 286	Introduction to Medieval Europe	3
EN 250	Survey of English Literature II	3	IRST 101	Introduction to Irish Studies	3
EN 260	Survey of American Literature I	3	IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	3
EN 265	Black Writers in and Beyond the US	3	IT 212	Florence and the Making of the Renaissance (in Eng.)	3
EN 270	Survey of American Literature II	3	JP 210	Introduction to Japanese Culture	3
EN 277	Literature of the Americas	3	LE 101	Introduction to the American Legal System	3
EN 280	The European Tradition in Literature I	3	LE 233	Law for Everyday Life	3
EN 281	The European Tradition in Literature II	3	MSS 220	Media, History and Memory	3
ENV 213	The Nature Essay (EN 213)	3	PL 101	Introduction to Philosophy	3
ENV 221	American Environmental History (HS 220)	3	PL 102	Introduction to Ethics	3
ENV 235	Reading the Environment (EN 230)	3	PL 102H	Honors Introduction to Ethics	3
ENV 238	Philosophy of Technology, Environment and Social Transformation (PL 238)	3	PL 103	Logical Reasoning	3
HS 111	The Rise of the West	3	PL 236	Philosophy of Language	3
HS 112	The West in the World	3	PL 237	Philosophy of Mind	3
HS 122	Modern World History	3	PL 238	Philosophy of Technology, Environment and Social Transformation (ENV 238)	3
HS 131	U.S. History to 1877	3	PL 240	Philosophy of Sport (SPS 240)	3
HS 132	U.S. History Since Reconstruction	3	PL 250	Philosophy of Art	3
HS 208	Twentieth-Century World History	3	PL 266	Diverse Global Philosophies	3
HS 209	Twentieth-Century Europe	3	PL 267	Philosophy of Religion	3
HS 210H	Honors Contemporary America	3	PL 332	Ancient Philosophy	3
HS 210	Contemporary America	3	PL 333	Modern Philosophy	3
HS 211	Popular Culture in American History	3	PL 334	Medieval Philosophy	3
HS 213	The Roman World	3	PL 335	Contemporary Philosophy (PO 336)	3
HS 214	Ancient Greek History (PL 214)	3	PL 338	Paradoxes	3
HS 219	Colonial America and the Atlantic World	3	PO 313	Development, Globalization and Colonialism	3
HS 220	American Environmental History (ENV 221)	3	SP 205	Cultura Puertorriquena	3
HS 227	Russian Cultural and Intellectual History	3	SP 210	The Culture and Civilization of Spain	3
HS 228	Twentieth-Century Russia	3	WGS 235	Literature by Women (EN 235)	3
HS 229	Irish History	3	Fine Arts		
HS 230	The Rise of Modern Science	3	Code	Title	Credits
HS 231	The World of Tudor/Stuart Britain	3	AR 101	Introduction to Art	3
HS 232	The Rise and Fall of the British Empire	3	AR 102	Art History: Ancient Through Medieval	3
HS 235	Blood and Revolution in China/Asian Studies	3	AR 102H	Honors Art History I	3
HS 236	Japan's Modern Empire/Asian Studies	3	AR 103	Art History: Renaissance Through Contemporary	3
HS 241	African-American Experiences to Reconstruction	3	AR 104	Survey of Non-Western Art	3
HS 242	African-American Experience Since Reconstruction	3	AR 105	American Art	3
HS 254	Colonial Latin America	3	AR 140	Basic Visual Design	3
HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	3	AR 158	Photography I	3
			AR 175	Special Topics in Art History	3
			AR 175H	Honors -Special Topics in Art History	3

AR 210	The Creative Process	3	FTM 102	Understanding Film	3
AR 240	Graphic Design	3	FTM 320	History of Film I (to 1975)	3
AR 241	Color Theory	3	FTM 322	History of Film (and Television) II	3
AR 242	Cartooning	3	GDD 140	Creativity and Computation	3
AR 250	Studio Art: Special Topic	3	IT 211	Italian Cinema (in Eng.)	3
AR 251	Studio Art: Drawing	3	MU 110	Private Music Lessons	1
AR 252	Studio Art: Painting	3	MU 130H	Honors Understanding Music	3
AR 253	Studio Art: Sculpture	3	MU 130	Understanding Music	3
AR 254	Studio Art: Printmaking	3	MU 150	American Popular Music: From the Blues to Hip Hop	3
AR 257	Ap Studio Art Introduction to Studio Methods	3	MU 150H	Honors: American Popular Music: From the Blues to Hip Hop	3
AR 258	Photography II	3	MU 175	Special Topics in Music	3
AR 262	Studio Art: Watercolor	3	MU 190	Quinnipiac University Singers	1
AR 263	Studio Art: Collage	3	MU 191	Quinnipiac Chamber Orchestra	1
AR 300	Special Topics in Art History	3	MU 194	Jazz Ensemble	1
AR 303	Studio Art: Advanced Drawing	3	MU 200	Special Topics	3
AR 304	Studio Art: Advanced Painting	3	MU 211H	Honors History of Jazz	3
AR 305	Special Topics in Studio Art	3	MU 211	History of Jazz	3
AR 317	Art of the Italian Renaissance	3	MU 213	Music of the 20th Century	3
AR 325	Women Artists (WGS 315)	3	MU 230	Music Theory I	3
AR 335	Digital Photography	3	MU 250	Music and Disabilities	3
AR 360	Innovation in the Arts and Sciences	3	MU 280	Music and Our Life's Work	4
AR 380	Interactive Art	3	MU 330	Music Theory II	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 220	Voice and Movement	3			
DR 221	Voice and Diction	3			
DR 230	Directing I	3			
DR 257	Design for the Theater	3			
DR 260	Acting for Film/Tv	3			
DR 261	Auditioning for the Actor	3			
DR 270	World Theater History and Dramatic Literature I	3			
DR 275	World Theater History and Dramatic Literature II	3			
DR 286	Script Analysis	3			
DR 290	Acting for Classical Stage	3			
DR 305	Theater for Young Audiences	3			
DR 307	Drafting and Rendering for Theater	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 I	3			
DR 360	Acting II	3			
DR 375	History and Dramatic Literature of the Contemporary Theater	3			
DR 380	Theater Administration	3			

Policy for Students Who Fail FYS 101

First-year students 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 on their second attempt they fail to complete or pass the course successfully, they may not take FYS 101 again. The student who fails to complete FYS on their second attempt receives no credit for FYS 101 and the failing grade (F) or course withdrawal remains on their transcript. The student must thereafter 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 the student's first semester at Quinnipiac. The policy for students who fail FYS also applies to transfer students with less than sophomore standing. 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.

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.

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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>)

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ACADEMIC GOOD STANDING (GENERAL)

(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 (GPA) 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 coursework 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 (p. 157) from other institutions. 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 first-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.

ACADEMIC GOOD STANDING (PROGRAM LEVEL)

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 their 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 their program, the student will be notified via email of their 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 their 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. 128). 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 the student believes there were errors in facts considered by their program or would like to explain extenuating circumstances affecting their academic performance, the student may appeal the suspension or dismissal.

If a suspended or dismissed student believes both that 1) their 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. 128). 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 the student 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, the student is encouraged to contact the Office of Career Development (p. 26) in their 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

Updated Spring 2021

Introduction

A. Integrity: The Foundation of Quinnipiac University¹

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 life as a whole, and to understand how their actions 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 themselves 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 the coursework of any other student
- 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. 81).)

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. 83).)

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 must 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, a Summer session or when circumstances require operation via a distance learning platform, 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, a designee of or the vice president of academic innovation & effectiveness and a designee of or the director of academic integrity 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 must 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. 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. The student is also required to submit a response form. 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>)). 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.
2. If the student denies responsibility for the minor and unintentional violation or 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 must 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. 83).)
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 that within 48 hours/two business days of such notice the student is obligated to respond on the response form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). 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 they accept responsibility for the violation and how they wish to proceed. If a student accepts responsibility, they are 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. The opportunity to communicate 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>)). 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. The director can reject a joint resolution when further investigation of the incident is warranted.
 - ii. Faculty members 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 communicate with the faculty member. The student can elect instead to proceed directly to case review (see Case Review (p. 78)).
7. A student who did not initially accept responsibility and has not been found responsible for a prior academic integrity violation may, at any time before a final board decision, change their response to accept responsibility in order to participate in the joint resolution process.
 8. If a student with no prior academic integrity violation 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 a student with no prior academic integrity violation declares they are not responsible for the alleged violation, the case will proceed to a case review team for investigation (see Case Review (p. 78)).
 10. If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case will proceed to case review unless the student requests a hearing. The case review team will investigate and decide on the appropriate sanction(s).
 11. 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. 79)). If a second report is filed against the student 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. If the second or subsequent report arises out of the same set of circumstances, the separate reports may be investigated as one case.
 12. 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.
 13. 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 will automatically 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 to have the notation removed.
 14. If a student earns a final course grade and later is found responsible for academic integrity violation(s) in that same class, the academic integrity sanctions will take precedence over the initial grade and stand as a matter of course.
 15. 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 must 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. These interviews may occur in-person or virtually via Zoom depending on applicable health and safety protocols to be determined by the university. If not prohibited by health and safety protocols, a party may be granted the opportunity to submit and/or review physical evidence when a virtual case review interview is conducted. 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. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office or case review team, the rights and options presented herein are forfeited by the student. The case review may proceed without the student or faculty member present and a decision will be rendered. If a case review takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the investigation.
4. 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 the case review team finds by clear and convincing evidence that the student committed an academic integrity violation, the case review team shall then be informed of the student's prior record so that the student's entire history of academic integrity violation can be considered in issuing sanctions.. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).
- c. The case review team's determination shall be the final resolution in the case subject only to appeal by the student as specified in this policy.
- d. 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, the sanctions imposed and the appeal process.

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 must 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 the student 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 nor faculty member involved in the case has a class conflict. The hearing may occur in-person or virtually via Zoom depending on applicable health and safety protocols to be determined by the university. If not prohibited by health and safety protocols, a party may be granted the opportunity to submit and/or review physical evidence when a virtual hearing is conducted. Notice of the time, date and place of the meeting will be sent to the parties involved via email at least 48 hours/two business days prior to the meeting. This letter will also provide notice that the student 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 hearing.
6. Any hearings to investigate an incident which involves 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. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).
 - 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. Once the hearing board has reached a decision, the chair of the hearing board 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.
 9. 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.
 10. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office or hearing board; 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 rights and options presented herein are forfeited by the student. 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. Guidelines for Determining Sanctions

Below are guidelines for the Academic Integrity Board to consider when deciding which sanctions are appropriate in a case review determination or hearing board decision. However, the hearing board may deem alternate sanctions appropriate in individual cases.

1. First offenses may result in a grade penalty on the exam/assignment, a zero on the exam/assignment, and/or failure of the course, but could lead to immediate academic integrity probation suspension, dismissal or expulsion. Probation is a pre-suspension sanction.
2. Repeat and subsequent offenses will result in increasingly severe sanctions, including suspension, dismissal and expulsion. When a student on probation is found responsible for a subsequent academic integrity violation during the probationary period, the subsequent violation will automatically result in a one-semester suspension.
3. If the student is sanctioned with failure of the course, a grade of FAI may be imposed to indicate that the failure was a result of an academic integrity sanction.
4. 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.
5. The hearing board has the authority to convert the W grade to an FAI upon finding the student responsible for an academic integrity violation.
6. 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 in order to have the notation removed.

F. 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 an extension for compliance can be requested, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, the director will notify the student 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 proceed to 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. 80) section of the Academic Integrity Policy)

G. 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 a designee of or the vice president of academic innovation & effectiveness. 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 effective presentation of the student's case.
 - b. Additional or new relevant information has been discovered.
 - c. The sanction was not consistent or appropriate with the nature of the violation.
3. A designee of or the vice president of academic innovation & effectiveness may meet with the individual involved and with any witnesses. A designee of or the vice president of academic innovation & effectiveness 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 effective presentation of the student's case and order a new hearing to be held using proper procedures.
 - d. Overturn the decision on responsibility.
4. A designee of or the vice president of academic innovation & effectiveness will notify all appropriate individuals involved in the case, the director of academic integrity and any appropriate Quinnipiac University personnel (dean, registrar, One Stop, etc.) of the outcome of the appeal.

H. 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.

I. 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: In accordance with FERPA and the Student Records Policy (p. 141), the right to have all records, files and proceedings kept confidential and shared with a Quinnipiac University official only when the official has a legitimate need to know.

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 their hearing.
5. Evidence: The right to know the nature of the evidence against them and to present relevant evidence on their behalf.
6. Witnesses: The right to present evidence and witnesses on their behalf.
7. Adviser: The right to have a member of the university community, other than a Quinnipiac University School of Law student or faculty member, act as an adviser and attend the case review interview and/or hearing. If the student so requests, the Office of Academic Integrity will appoint an adviser for the student. The adviser may attend the case review interview and the AI hearing, but may not attend the joint resolution discussion.
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.

¹ 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/icai/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 committed by a Quinnipiac student 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 not 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 coursework.
- 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.
- Falsifying one's GPA, Dean's List status or academic achievement to secure a letter of recommendation, referral, committee letter, internship or approval to participate in an academic exercise/program or experiential opportunity.

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) or the assistance of an unauthorized person in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor to gain an unfair advantage on the test or assignment. 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 to gain an unfair advantage on 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 or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of course materials including, but not limited to, lectures, computer software, exams, assignments, notes, problem sets, homework, papers/essays, research for papers/essays, and/or any other instructional materials.

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 first-year student and transfer orientation to attest to understanding 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 practices 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 must 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 the coordinators of academic integrity initiatives.

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 and graduate 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 or fails to perform their duties for a prolonged period of time, the director of academic integrity will remove the member and 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 suspicions.
- Should gather information in support of the claim (i.e. papers and assignments).
- Should 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, they 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 to the director of academic integrity on the report form provided on the MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>). Reports must be submitted 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 submitted to the director of academic integrity 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 submitted to the director of academic integrity, 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/documentation. The reporter will be required to revise the report/documentation 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

Updated Spring 2019

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 (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/animals/>)), 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. Sections 5 and 6 pertain to 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.

Service Animal in Training – A service animal in training is a dog that is being trained as a service animal and includes a puppy that is being raised to become a service animal in training.

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. 100).

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/Welcomes/HR/Documents/Policy%20Manuals%20and%20Procedures/Quinnipiac%20University%20Policy%20Manual%202020-21.pdf>), 2.14; Student Handbook: Residential Life (<http://catalog.qu.edu/handbooks/undergraduate/residential-life/residence-hall-staff-organizations/residential-life-policies/>)), animals, including pets of any kind (except fish, as noted in the Student Handbook), 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.

Service Animal in Training – A service animal in training is a dog that is being trained as a service animal and includes a puppy that is being raised to become a service animal in training.

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 3.08 (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 Service Animals in Training

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces including classrooms, residence halls and employee work areas. The service animal in training must be wearing a harness or an orange-colored leash and collar. The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

3.07 Pets

Students are not permitted to have pets on university campuses or in university housing facilities, except fish, as noted in the Student Handbook: Residential Life (<http://catalog.qu.edu/handbooks/undergraduate/residential-life/residence-hall-staff-organizations/residential-life-policies/>).

3.08 Restricted Areas

3.08.1 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.

3.08.2 Service Animals in Training

A service animal in training is not allowed in controlled spaces including classrooms, residence halls and employee work areas.

3.08.3 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.

3.09 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.

3.10 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.

3.11 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 3.08 (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.

3.12 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.

3.13 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: Service Animals in Training

5.01 Policy Statement

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces on university property including classrooms, residence halls and employee work areas.

5.02 Conditions

- The service animal in training must be wearing a harness or an orange-colored leash and collar.
- The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

Section 6: Therapy Animals

6.01 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.

6.02 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

Policy and Procedures on Criminal Background Checks (CBC) for Health Professions Programs in the Quinnipiac University School of Health Sciences (SHS), School of Medicine (SOM) and School of Nursing (SON)
Revised 7/20/18, Revised 4/30/2019, Revised 5/28/2020, Revised 5/3/2021

Purpose

Health care providers are entrusted with the health, safety and welfare of patients. They have access to controlled substances and confidential information and operate in settings that require they exercise good judgment and ethical behavior. Therefore, an assessment of a student's suitability to function in such a setting is imperative to promote safety and the highest level of integrity in the delivery of health care.

Clinical facilities are required by accreditation agencies, such as The Joint Commission, to conduct criminal background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment. The Joint Commission indicates that students must have a criminal background check if mandated by state law for health care providers, or by the clinical facility's policy. To meet these requirements and to comply with the requirements stipulated in contracts between clinical agencies and the Schools of Medicine (SOM), Nursing (SON), and Health Sciences (SHS), all schools require criminal background checks of all students.

For all items in this document the primary dean's representative is as follows (but alternative designees may be named, as appropriate):

- The appropriate dean's representative for SON is the Assistant Dean for Student Services.
- The appropriate dean's representative in the SOM is the Associate Dean for Student Affairs.
- The appropriate dean's representative for SHS is the Assistant Dean for Career Development.

Policy Statement

This policy applies to all students prior to enrollment, at additional points in their curricula as specified in their program manuals and summarized in the Timing of Background Checks (p. 91), and/or prior to beginning clinical rotations or fieldwork placements as required by their assigned sites. Additionally, all students who have had a break in their enrollment (e.g., academic or other leave of absence, suspension, etc.) must have a background check prior to returning to their program. Students must comply with all applicable state and federal regulations as required by the State of Connecticut, the state in which they reside, and the state in which clinical or fieldwork placements are located. Coursework cannot begin until a cleared background check is on record in their school.

Timing of Criminal Background Checks

Completed criminal background check due dates are specific to each program within the SOM, SON and SHS, and are outlined below:

School	Department	Requirement
School of Medicine	All students	Prior to matriculation and again prior to first clerkship

School of Nursing	Full-time Undergraduate	Prior to junior year and as required by the clinical site
School of Nursing	Accelerated	Prior to program orientation and as required by the clinical site
School of Nursing	Graduate Program (MSN Nurse Practitioner)	Prior to program orientation and as required by the clinical site
School of Nursing	Graduate Program (BSN to DNP Nurse Anesthesia)	Prior to program orientation and as required by the clinical site
School of Nursing	Online Nursing Programs	August 24 prior to beginning fall semester and as required by the clinical site
School of Nursing	Students matriculating in Spring/Summer	Prior to the start of classes that semester and as required by the clinical site
School of Health Sciences	Athletic Training/Sports Medicine	Prior to program orientation
School of Health Sciences	Cardiovascular Perfusion	Prior to program orientation
School of Health Sciences	Diagnostic Medical Sonography	Prior to start of clinical component
School of Health Sciences	Advanced Medical Imaging and Leadership	Prior to program start
School of Health Sciences	Occupational Therapy	Prior to junior year, prior to spring semester of graduate year, and as required by the clinical site
School of Health Sciences	Pathologist's Assistant	Prior to program orientation and prior to start of clinical phase of the program
School of Health Sciences	Physician Assistant	Prior to program start date and again between May 13-31 prior to the start of clinical rotations
School of Health Sciences	Physical Therapy	Prior to program orientation
School of Health Sciences	Radiologist Assistant	Prior to program orientation
School of Health Sciences	Radiological Sciences	Prior to start of professional component
School of Health Sciences	Social Work	Prior to program orientation

Background Check Procedure

The university will designate an approved vendor(s) to conduct criminal background checks. All issues will be reported from the vendor(s) directly to the appropriate designee within each schools' dean's office. Results from vendors other than those designated by the university to conduct criminal background checks will not be accepted. If a clinical site requires a fingerprint background check, students may obtain a fingerprint check as outlined in Appendix 6 (p. 94). Incoming and current students must contact the designated vendor(s) and comply with instructions in authorizing and obtaining criminal background checks.

Incoming and current students are responsible for payment of any fees charged by the vendor(s) designated to provide the criminal background checks. The university insists that its vendor(s) conduct all criminal background checks in compliance with the Fair Credit Reporting Act Standards and other applicable laws (see Appendix 1: (p. 94)A Summary of Your Rights Under the Fair Credit Reporting Act (p. 94)).

Incoming and current students are responsible for reviewing the information contained in any criminal background check required by the university for accuracy and completeness. Students may request verification of the accuracy of the report from the designated vendor(s). The designated vendor(s) will advise students of their rights and assist incoming or current students in verifying the accuracy of the report. It is the responsibility of the student to ensure that any misinformation in the initial criminal background check report is corrected with the vendor. The designated vendor(s) will not be involved in any decision made by the university.

Criminal background check reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical or fieldwork facilities with a legitimate educational interest in the material in accordance with the *Family Educational Records and Privacy Act (FERPA)*.

Criminal background check reports and other submitted information of incoming and current students will be maintained in the designated office in accordance with the university's record retention schedule for student records. Criminal background check reports and other submitted information of applicants denied admission into the program will be maintained in accordance with the university's record retention policy.

All names (aliases) for which the student has been or is currently known must be included in the background check. Students who change their legal name while enrolled in the program, whether within or outside of the university must notify the program chair immediately and may be required to complete another background check under their new name. Falsification or omission of information or failure to report an arrest or name change that occurs while a student is enrolled in the program will result in consequences up to and including denial of admission or dismissal from the program and submission of an academic integrity violation report.

Failure to disclose all aliases and previous convictions will be considered falsification of records and will be grounds for disciplinary action up to and including withdrawal of an acceptance or dismissal from the program and/or submission of an academic integrity violation report.

Individuals are not required to disclose the existence of any arrest, criminal charge or conviction, the records of which have been erased pursuant to Sections 46b-146, 54-760 or 54-142a of the Connecticut General Statutes, or similar laws in other states. If discovery of a falsification or omission occurs post-admission, such discovery will be

grounds for disciplinary action up to and including dismissal from the program, submission of an academic integrity violation report, and/or termination of enrollment for the student.

A criminal background check will be honored for the duration of enrollment if the student is continuously enrolled, unless a clinical or fieldwork site or the academic program requires an updated report, or the student is required to have an additional criminal background check due to a name change. A student who has a break in enrollment (e.g., suspension, leave of absence) is required to complete a new criminal background check.

Criminal activity that occurs while a student attends the university must be reported by the student to the dean **within 5 business days** of its occurrence and could result in disciplinary action, including dismissal. Failure to report criminal activity or breach of university policy will be addressed through the university's academic integrity or student conduct disciplinary policies as determined by the dean's office and the *Background Check Review Committee* process outlined in this document.

A student with a positive criminal background check does not comply with clinical affiliation contractual agreements and, therefore the student's program will likely be unable to secure the clinical or fieldwork placements necessary to complete requirements for graduation. In addition, a student with a positive criminal background check may not comply with state board standards to test for licensure.

Incoming and current students will be advised that final program acceptance is dependent upon a successful background investigation. Incoming and current students are required to review the *Fair Credit Reporting Act Disclosure Authorization Form for Criminal Background Checks* (Appendix 2 (p. 94)).

The criminal background check will be conducted utilizing the following measures (see Appendix 5 (p. 94)):

1. The background check must be completed by the approved vendor(s).
 - a. If a clinical site requires a fingerprint background check, students may obtain a fingerprint check as outlined in Appendix 6 (p. 94).
2. The student must comply with the vendor's method for completing background checks.
3. The standard criminal background check for Quinnipiac University includes:
 - a. Social Security Number Validation/Verification
 - b. Criminal Record Searches (Statewide, County & Federal Searches)
 - c. National Criminal Database Search
 - d. Sex Offender Registry Search
 - e. OIG/GSA Search (Office of Inspector General/General Services Administration) Sanctions-Based Search
 - f. Additional options are available if needed:
 - i. International Criminal Record Check
 - ii. Education Verification
 - iii. Professional Licensing Verification
 - iv. Employment History Verification
 - v. Other as determined by vendor
4. All states in which the student has resided must be included in the report.
5. If the accuracy of the background check is disputed by the student, it is the responsibility of the student to ensure that any misinformation

in the initial criminal background check report is corrected with the vendor.

Criminal Background Check Report Scoring

The university will maintain a current contract with the outside vendor(s) and will provide the vendor(s) with Quinnipiac scoring criteria.

Report Results

Negative Criminal Background Checks

No further action by the student or school is required if the results of the student's background check is negative.

Positive Criminal Background Checks

Any student whose report indicates a positive result in their criminal background check will receive notification by email from the dean's office within 5 business days. Students are required within 5 business days of the emailed notification to schedule a time to discuss the findings with the appropriate dean/designee. Following that meeting, the student will be notified of the dean's decision within 5 business days regarding whether the student may begin or continue their program or be dismissed from the program in which he/she is enrolled.

Appeals Process

Any student who receives a letter of dismissal for a positive criminal background check may elect to proceed to the appeals process. Relevant considerations in the appeal may include: the date, nature, and number of convictions; the relationship the conviction bears to the duties and responsibilities of the position; and successful efforts toward rehabilitation.

The appeal must be made by the student in writing within 5 business days of the emailed notification by the dean's office. It is the student's responsibility to initiate the appeal process by emailing or sending by post a written appeal to the dean. The dean's office will schedule a meeting of the Background Check Review Committee within 14 business days of receipt of the appeal request and will notify the student of the meeting date. Students currently enrolled and attending classes will be permitted to attend classes but will not be permitted to begin or continue clinical or fieldwork experiences until the Background Check Review Committee has made a final decision.

Once a final decision is made regarding the student's appeal, the Background Check Review Committee will notify the student by certified letter. The dean's office will copy all related correspondence to the chair, program directors and clinical coordinator/s of the respective programs.

The decision of the Background Check Review Committee regarding the ability of an incoming student or current student to enter or continue in the program is final and cannot be appealed. The Office of Admissions and appropriate programs will be notified of the decision.

Background Check Review Committee

A Background Check Review Committee will be convened with the assistance of a representative of the dean's office. Members of the Background Check Review Committee will include representation from, but not limited to, the following offices:

- Dean of the school in which the student is enrolled
- Admissions

- Student Affairs
- Academic Affairs
- Finance (if applicable)

A careful review of the self-reported information in the applicant/current student's file will occur. This review will include:

- criminal convictions
- pending adjudications
- information in the criminal background check report
- relevant supplementary materials obtained from the applicant/current student and from other sources including court documents
- institutional policies and procedures

Factors considered in reviewing an individual case may include, but are not limited to:

- the nature, circumstances, and frequency of any reported offense(s)
- the length of time since the offense(s)
- available information that addresses efforts at rehabilitation
- the accuracy of the information provided by the student in their application materials
- the relationship between the duties to be performed as part of the educational program and the offense committed

Any incoming or current student who is referred to the Background Check Review Committee has the right to appear before that committee to contest or explain the findings from the criminal background check and/or drug screen.

A student appearing before the Background Check Review Committee will not be permitted to have legal representation, parents, family members, or students or faculty from the Quinnipiac University School of Law at the appeal hearing. A student may request, in writing, to have an adviser assigned by the dean. 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 appeal but may not attend the appeal.

Students receiving a positive report who are not dismissed and who elect to continue the program do so at their own risk (see Appendix 4: (p. 94) Quinnipiac University Disqualifying Crimes for Students (p. 94)). Because state licensure requirements are subject to change without notice, Quinnipiac University and the SON/SOM/SHS cannot guarantee that any student will be eligible to sit for any state examination, should there be any findings in their background check report. Students with a positive result who receive permission from the dean's office or the Background Check Review Committee to proceed in their program and who decide to continue in their program must sign a *Student Waiver Regarding Background Check Results* (see Appendix 3 (p. 94)).

Maintenance of Records and Confidentiality

Information obtained for the purpose of and during the criminal background check will be retained by the dean's office separate from other student educational and academic records. Confidentiality will be maintained consistent with FERPA guidelines. The program chair, program director and clinical coordinator will be provided with the student's name and the date the report was cleared or failed to clear. If a clinical or fieldwork site requires a copy of any report, the student must either email a copy of their report directly to the facility or sign a release

form for the vendor(s) who will submit the report to the email address of the person authorized to receive it.

This document will be kept on file throughout the above student's duration of enrollment and for a period of 7 years thereafter.

Appendix 1: A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA.

For more information, including information about additional rights, visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>) or write to:

Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, D.C. 20580

You must be told if information in your file has been used against you.

Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance or employment — or to take another adverse action against you — must tell you, and must give you the name, address and phone number of the agency that provided the information.

You have the right to know what is in your file. You may request and obtain all the information about you in the files of a consumer reporting agency (your "file disclosure"). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:

- a person has taken adverse action against you because of information in your credit report.
- you are the victim of identity theft and place a fraud alert in your file.
- your file contains inaccurate information as a result of fraud.
- you are on public assistance.
- you are unemployed but expect to apply for employment within 60 days.

In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. Visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>) for additional information.

You have the right to dispute incomplete or inaccurate information. If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. Visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>) for an explanation of dispute procedures.

Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information. Inaccurate, incomplete or unverifiable information must be removed or corrected usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

Consumer reporting agencies may not report outdated negative information. In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.

Access to your file is limited. A consumer reporting agency may provide information about you only to people with a valid need — usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.

You must give your consent for reports to be provided to employers. A consumer reporting agency may not give out information about you to your employer, or a potential employer, academic institution or affiliated educational sites without your written consent. For more information, visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>).

You may seek damages from violators. If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.

Identity theft victims and active duty military personnel have additional rights. For more information, visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>).

Appendix 2: Fair Credit Reporting Act Disclosure and Authorization Form for Criminal Background Checks

I understand that, as a condition of admission to Quinnipiac University (QU)'s Schools of Medicine, Nursing and Health Sciences program, I will be required to obtain a criminal background check(s) through QU's nationwide application service. Accordingly, I hereby authorize QU or its agent(s) to conduct a criminal background check(s). I understand that this authorization shall be valid for subsequent criminal background check(s) during my participation in the School of Medicine, Nursing or Health Sciences program. Further, I also authorize clinical training facilities to conduct criminal background check(s), and the reporting agency to provide the results to QU and/or clinical or field work facilities. In all cases, all expenses associated with the criminal background check(s) are my responsibility, as applicable per my program.

If I am offered conditional admission, the offer will not be considered final, and I will not be permitted to enroll until completion of my criminal background check(s), with results deemed acceptable by QU. If the results of the criminal background check(s) are not deemed acceptable by QU, or if information received indicates that I have provided false or misleading statements, have omitted required information, or in any way I am unable to meet the requirements for completion of the program, the conditional admission will be denied or rescinded, and/or I will be disciplined or dismissed.

Appendix 3: Student Waiver Regarding Background Check Results

In the event of positive findings on the criminal background check, the student is required to acknowledge that the results of the criminal background check for the SOM, SON, and SHS at Quinnipiac University (the "results") were received. The student will be required to sign a document acknowledging that, to the best of the student's knowledge, the results are accurate, and will also acknowledge that the university has

advised that because of these results the student may not be eligible for participation in clinical affiliations and may not be eligible to sit for the certification examination and/or individual state licensure in the student's desired profession.

Student must, after careful consideration, voluntarily elect to continue with as much of the curriculum for which they are cleared to participate regardless of the results. Student must be aware that they do so at their own risk, and agree that Quinnipiac University will not be liable in any way if they are unable to participate in clinical affiliations, sit for any certification examination and/or individual state licensure examination or receive any benefit for which the student would otherwise be eligible but for the results.

Appendix 4: Quinnipiac University Disqualifying Crimes for SON Students

Criminal Background Check Reporting Criteria

Some criminal offenses preclude students from participating in patient care (i.e., red flags). In addition, some professional licensure boards include specific offenses which constitute those crimes for which licensure are prohibited. Several issues arising from the background check involve what constitutes a failing report and to what extent clinical sites would refuse a student based on the failed status. All felony cases listed below will be posted as a "FAIL." In addition, each clinical facility may require stringent criteria for placement.

Major Offenses

Red flags are those that indicate clear potential threat or harm to the community. These constitute an automatic failure of the criminal background check and dismissal from the program. Examples include but are not limited to:

- Abduction
- Arson (first through third degree); attempted arson
- Assault (first through fourth degree) including domestic assault (spousal abuse); assault by a caregiver against a vulnerable adult and related offenses when resulting in a felony
- Battery and related offenses when resulting in a felony
- Burglary; breaking and entering resulting in a felony
- Child abuse, neglect of a child, endangering the welfare of a child; malicious punishment of a child
 - Contributing to the delinquency or dependency of a child
 - Exploitation of a child; solicitation of children to engage in sexual conduct
 - Termination of parental rights resulting in a felony
- Coercion or attempt to coerce
- Controlled substances and illicit drugs-sale, distribution (including great bodily harm caused by distribution of drugs), delivery or possession of controlled substances and/or illicit drugs and related offenses when resulting in a felony
- Credit card crimes; credit card fraud, credit card theft, illegal use of a credit card
- Criminal abuse; neglect; financial exploitation of a vulnerable adult
- Embezzlement
- Forgery including check forgery and related offenses
- Fraud
- Harassment; stalking

- Hate crimes and related offenses
- Incest
- Kidnapping, false imprisonment
- Killing, murder, manslaughter, injury, death, assault of an unborn child by injury to the mother
- Lewd and lascivious behavior; indecent exposure when resulting in a felony
- Mistreatment of confined persons or residents or patients
- Murder, maiming, manslaughter, attempted murder, attempted maiming, attempted manslaughter
- Distribution of or possession of obscene literature and materials in any form, including pornography when resulting in a felony
- Obtaining signature by false pretense
- Prohibited acts of persons in familial or custodial authority
- Prostitution, sexual solicitation and related offenses
- Robbery and related offenses resulting in a felony
- Sexual abuse, sexual assault, sexual battery, rape, incest and other sexual offenses
- Sexual misconduct; criminal sexual conduct (first through fourth degree); indecent exposure; use of minors in sexual performance; possession of pictorial representations of minors resulting in felony convictions
- Shooting at or in a public transit vehicle or facility; drive-by shootings
- Tampering with a witness resulting in a felony
- Terrorist threats or actions
- Theft and related offenses resulting in a felony
- Vehicular homicide, vehicular assault, hit and run
- Weapon crimes (i.e., dangerous weapons, machine guns, short-barreled shotguns etc.) and related offenses
- Wounding — malicious wounding, unlawful wounding

Minor Offenses

Minor offenses will still appear as red but may not constitute an automatic failure of criminal background check. These will be reviewed independently by representatives from the dean's office and the program and a decision will be made on the nature of the crime and the nature of the position. If this review results in failure of the criminal background check and dismissal from the program, the student may appeal this result to the Background Check Review Committee.

Examples include but are not limited to:

- 10-year old charge of possession of marijuana
- Driving Under the Influence
- Positive drug screen
- Riot resulting in a misdemeanor
- Shoplifting
- Disorderly conduct
- Failure to report maltreatment of a vulnerable adult

Appendix 5: Sample Criminal Background Check Contents

Analyzed Social Security Number Search — credit bureau data analyzed/ or names, SSNs & addresses

CT Statewide Criminal Records Repository — for CT residents only

County Criminal Records Search — searches conducted in all counties of residence outside of CT

National Criminal File Search — national database search covering more than 810 million criminal, sex offender and violation records, includes verification of hits

National Sexual Offender Database Search — database search covering sex offender records collected nationwide

OIG / GSA EPLS Search — search covers the federally mandated Health and Human Services Office of Inspector General's (OIG) List of Excluded Individuals/Entities (LEIE), and the General Service Administration (GSA)-Excluded Parties List (EPLS)

SanctionsBase® — proprietary search covering sanctions, disciplinary and administrative actions taken by hundreds of federal and state healthcare regulatory authorities, including Food and Drug Administration, National Institutes of Health, GSA, Office of Foreign Asset Control, terrorist watch lists and more

Criminal Background Check, Recheck

Primary name and address only.

OIG & GSA Excluded Parties Search

SanctionsBase® search

Analyzed Social Security Number Search — credit bureau data analyzed for names, SSNs & addresses

County Criminal Records Search — current county only, searches conducted on current county of residence

National Criminal File Search — national database search covering more than 810 million criminal, sex offender and violation records, includes verification of hits

Appendix 6: Fingerprint Background Check Procedure

There are occasions when a clinical site may require a student to obtain a fingerprint background check. In these instances, the student must consult with their clinical coordinator, who will notify the university's Department of Public Safety that a fingerprint background check is to be obtained. The following options may or may not be available.

Connecticut Only Criminal History Searched by Fingerprint

For a fingerprint background check to be completed in the state of Connecticut, the student will:

1. Obtain fingerprinting at one of the following locations:
 - a. Hamden Police Department, 2900 Dixwell Avenue, Hamden, CT 06518 — cost for Fingerprint is \$25.
 - b. State Police Headquarters, 1111 Country Club Road, Middletown, CT 06457 — cost for Fingerprint is \$15. Students may obtain fingerprints at the State Police headquarters while they are obtaining the background check.
2. Complete a copy of the Criminal History Record Request Form ([http://www.ct.gov/despp/lib/despp/reports and records/dps-846-c.pdf](http://www.ct.gov/despp/lib/despp/reports%20and%20records/dps-846-c.pdf)).

- a. Have results sent to the email address FingerPrints@qu.edu or the street address: Quinnipiac University Department of Public Safety, 275 Mount Carmel Ave., Hamden, CT 06518.
 - b. It is most expedient to have results sent electronically; mailed results can take several additional weeks to process.
3. Take the completed fingerprint card AND the Criminal History Record Request Form along with \$50 to the State Police Headquarters, 1111 Country Club Road, Middletown CT. (The \$50 processing fee in addition to the \$15.00 fee charged for obtaining Fingerprints. Exact change is required.)

Outside of Connecticut Criminal History Searched by Fingerprint

For a fingerprint background check to be completed in a state other than Connecticut, the student will advise their clinical coordinator, who will coordinate with the associate vice president for finance to determine the process the student will follow to obtain the background check.

For All In-State and Out-Of-State Completed Results

The chief of public safety and/or their designee will be responsible for monitoring, receiving and storing all fingerprint results received via email (FingerPrints@qu.edu) or through the mail from the State of CT.

As soon as results have been received by the Department of Public Safety the chief and/or their designee will contact via email the clinical coordinator with the results of each individual students' fingerprints. Only a pass or fail result will be provided to the individual coordinator.

Any student who fails the Criminal History Record will follow the procedures outlined in this document. If the student would like to obtain more information regarding the result, they will be required to set up an appointment with the chief of public safety.

All students are required to confirm with their clinical facilities whether an updated background check or other information is required and complete these requirements prior to starting the rotation. Failure to successfully pass any of the clinical facility's requirements will preclude the student from participating in clinical or field work.

CLASS ATTENDANCE

Approved by the Faculty Senate Spring 2012

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 the Learning Commons through Advise, which can be accessed through Self Service in MyQ. 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.

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 the 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.

CONFERRAL OF HONORARY DEGREES

The very highest honor bestowed by Quinnipiac University is the conferral of an honorary degree. The awarding of honorary degrees should exemplify and celebrate the values and ideals of the university.

Criteria for selection of recipients will include extraordinary and prolonged professional achievement at the very highest levels; groundbreaking and widely impactful scholarship; highly distinguished and extensive community or governmental service resulting in consequential change; and/or exceptional generosity in, and dedication to, advancing the mission of Quinnipiac University at the national or international levels.

Nomination Procedure

A call for nominations for honorary degrees will be issued twice a year. Nominations may be submitted to the Honorary Degree Committee by students, faculty and staff, parents, alumni and members of the Board of Trustees. The Honorary Degree Committee will consist of the provost, vice president for development & alumni affairs, vice president for public affairs, two senior faculty members with broad community interests selected by the provost, and one dean also selected by the provost. The faculty and dean will serve for two-year periods and may be reappointed after a period of two years off the committee.

Recommendations will be presented to the president after the committee has met and decided on nominations. The nominations are to be made with absolute confidentiality, and no nominee should have advance notice of their nomination. Nominees will have been vetted with background checks prior to reaching the president.

The final decision to award an honorary degree rests with the president, who will notify the Board of Trustees.

Awarding of Honorary Degrees

Honorary degrees will be presented at the appropriate forum, which will vary depending on the university's and the recipient's needs and interests.

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 direct faculty instruction and out-of-class student 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. 97).

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. 119).

Fall and Spring Course Load for Undergraduate Students

The usual full-time course load for undergraduate students is 12-16 credits per semester (fall and spring). Students in accelerated dual-degree programs and in some majors may be required to take more than 16 credits per fall or spring semester. See the program's curriculum for more information. Conversely, a student who enters with deficiencies may be allowed to take only three or four courses (12 credits or less). Some academic programs may limit the number of credits that may be taken in the fall and/or spring semesters.

Fall and Spring Course Load for Graduate Students

The usual load for graduate students is program-specific. See the program's curriculum for more information.

J-Term and Summer Course Load for Undergraduate Students

The usual load for undergraduate students in the condensed January term (J-term) is 3 or 4 credits. In the summer I and/or Summer II sessions, the usual load for undergraduate students is one to three courses (3-10 credits total) per session. Some academic programs may limit the number of credits that may be taken in J-Term and/or the summer sessions. When determining the number of credits for which they plan to register, students should consider the rigor of their selected coursework, their history of academic success, work and other

personal obligations, and other factors that may impact a student's academic life.

J-Term and Summer Course Load for Graduate Students

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

DISABILITIES

Updated Spring 2021

Section 1: Policies and Procedures for Students with Disabilities

1.01 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 (<https://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>).

The Office of Student Accessibility

Located at the Learning Commons
Arnold Bernhard Library (Mount Carmel Campus) – AB-TLC
School of Law & Education (North Haven Campus) – SLE-340
Phone: 203-582-7600
Fax: 203-582-7610
Email: access@qu.edu (access@quinnipiac.edu)

1.02 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.

Serving students, the director of the Office of Student Accessibility and/or their designee have 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 (<https://catalog.qu.edu/university-policies/disability-policy/#documentationtext>).
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:
 - a. constitute a substantial change or fundamental alteration to an essential element of a course or program.
 - b. pose an undue burden on the university.

1.03 Responsibilities of the Office of Student Accessibility

1. Promote disability as diversity and inclusive excellence.
2. Support an institution-wide mindset of equal access for students to all educational opportunities, programs, and services.
3. Empower students, thereby enhancing equity and providing a platform for innovation and inclusion.
4. Advocate for and empower students in an effort to foster lifelong learners prepared for the demands of 21st-century careers and citizenship.

5. Provide individual reasonable accommodations when environmental barriers cannot be eliminated following a thorough review of a student's disability documentation and self-report of associated challenges.

What is a reasonable accommodation?

Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of **Education**, 2007).

There are three kinds of accommodations that are not considered reasonable:

1. It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others.
2. It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum or a substantial alteration in the manner in which you provide your services.
3. It is not a reasonable accommodation if it poses an undue financial or administrative burden.

1.04 Responsibilities of the Student

1. Disclose a disability through the Office of Student Accessibility (OSA) by providing the appropriate documentation as detailed in the documentation guidelines.
2. Engage in a conversation regarding disability-related challenges, history of use of accommodations and what academic adjustments/accommodations have worked or not worked in the past.
3. Discuss the intended course of study/classes and what types of didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations might be appropriate.
4. Agree to reasonable accommodations and ensure that processes for utilizing accommodations are understood.
5. Complete necessary paperwork as administered by the OSA.
6. Provide accommodation letters to professors on a semester-by-semester basis; engage in a conversation with each professor to ensure awareness of reasonable accommodations.
7. Communicate with the OSA regarding the effectiveness of accommodations.
8. Provide updated documentation as needed, and/or to support the need for changes to reasonable accommodations.
9. Re-request accommodations through the OSA on a semester-by-semester basis.

1.05 Responsibilities of the Faculty Member

1. Provide only the accommodations that are recommended by the Office of Student Accessibility (OSA) via the student accommodation letter. Accommodation letters are produced on a semester-by-semester basis.
2. Discuss with the OSA 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:
 - a. Discuss the conditions under which the exam is to be administered.

- b. If the student's exam is to be administered via the Learning Commons, ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration.
4. Ensure the appropriate confidentiality of information regarding students with disabilities. Do not inquire regarding a student's disability. If a student discloses to the faculty member any disability-related information, encourage the student reach out to the OSA or facilitate an email introduction.
 5. Including an accessibility statement on your syllabus can help to:
 - a. Signal to all students in a course (not just those with disabilities) that you welcome discussion about individual differences in learning, encountered barriers, and ways to maximize access.
 - b. Send a message that you value diversity and an inclusive learning environment.
 - c. Open the door to communication and help students feel more comfortable approaching you.
 - d. Normalize the accommodations process as just another part of the course.
 - e. Inform students about college procedures and available resources.

Faculty are encouraged to consider making a statement in class to further normalize the accommodations process and to encourage students to feel more comfortable approaching you.

A few sample syllabus statements are as follows:

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Please contact the Office of Student Accessibility by emailing access@qu.edu or by calling 203-582-7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

1.06 The Interactive Process

Assisting faculty in understanding how accommodations are determined

The interactive process occurs when a student requests an accommodation, and further communication needs to occur between the student, the Office of Student Accessibility (OSA), and the designated liaison (program instructors or course directors). In this process, a look at programmatic technical standards and student learning outcomes will occur, ensuring that the reasonable accommodation will not fundamentally alter the nature of a course or program, or provide an undue hardship.

1. **Step One (OSA/student):** Gaining basic information about the students' background and education history. A discussion about where a student has been and what they have been doing is a positive start.
2. **Step Two (OSA/student):** Discuss disability documentation and work with student in discovering their self-knowledge of their disability, functional limitations/educational limitations. Some students are

well aware and knowledgeable about their disabling condition and educational limitations; for others, they may not have received supports in high school or have come to their disability later in life.

3. **Step Three (OSA/student):** Gathering information on what academic adjustments/accommodations or supports they have used in the past.
4. **Step Four (OSA/student):** Exploring what worked or what didn't. What were the benefits or pros and cons?
5. **Step Five (OSA/student/liaison):** Discussing the intended course of study/classes and what types of didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations might be appropriate. It is great if the student is knowledgeable, if not, the OSA can provide suggestions in addition to collaboration with program faculty or the course instructor. This process will likely involve a review of student learning outcomes and programmatic technical standards.
6. **Step Six (OSA/student/liaison):** Examining prior knowledge of such accommodations and support and what training might be required.
7. **Step Seven (OSA/student/liaison):** Coming to an agreement of what is needed and what is reasonable. Wherever possible taking the students' preference into consideration.
8. **Step Eight (OSA/liaison):** Documenting the discussion, the course/class to be taken, the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations, services or training required.
9. **Step Nine (OSA/liaison):** Ensuring the student understands the process for getting these services such as sending off accommodation letters, conversing with their professor, picking up a tape recorder, etc. The OSA will send a follow-up email to the student and program liaison documenting the conclusion of the discussion.
10. **Step Ten (OSA/student/liaison):** Implementing the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations and/or services. This is completed on a semester-by-semester basis as a part of the interactive process, and is an ongoing process. It is a student's responsibility to report the effectiveness of the accommodation, and ongoing communication with the OSA is encouraged. The student needs to know and feel comfortable that if their needs change or the nature of the course or class they are undertaking changes they can come back for further discussion on what might be needed.

1.07 Resources for New Students

Welcome to Quinnipiac University! We hope that the following information will be helpful as you prepare for the transition to college and explore available resources to aide in your success as a college student.

When to Reach Out

Contact the Office of Student Accessibility (OSA) within the first couple of weeks that you are on campus so there is ample time to review your documentation, review requests, engage in the interactive process, implement accommodations, and update documentation, if necessary.

Please note that accommodations are never instated retroactively, so it is important to reach out early. If concerns or changes are needed to the reasonable accommodations throughout the course of the semester, reach out again to the OSA to engage in further discussion.

What to Expect

Quinnipiac University is committed to ensuring equal access and reasonable accommodations to eligible students with disabilities. One of the major differences between high school and college is that, in college,

the student is responsible for disclosing a disability, requesting services, and working with faculty to implement approved accommodations.

Tips for Self-Advocacy when Requesting Services

1. You are the best expert on yourself! Be prepared to describe your disability and how it impacts you. A student's self-report is a critical component of an accommodation request in addition to the formal documentation from a medical or other provider.
2. Be familiar with the documentation of disability you are submitting. Be prepared to discuss your strengths, areas of challenge, and any recommendations made by the evaluator/provider.
3. Come to your initial appointment prepared with any questions or concerns you may have.

Another helpful reading can be accessed at the U.S. Department of Education and Office for Civil Rights, "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities" (<https://www2.ed.gov/about/offices/list/ocr/transition.html>).

1.08 High School Versus College

There are significant differences between accommodation services and academic expectations in high school and college for students with disabilities.

Applicable Laws

- **High School:** I.D.E.A. (Individuals with Disabilities Education Act). Section 504, Rehabilitation Act of 1973. I.D.E.A. is about success.
- **University:** A.D.A. (Americans with Disabilities Act of 1990). Section 504, Rehabilitation Act of 1973. A.D.A. is about access.

Required Documentation

- **High School:** I.E.P. (Individual Education Plan and/or 504 plan). School provides evaluation at no cost to student. Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.
- **University:** High School I.E.P. and 504 may not be sufficient. Documentation guidelines specify information needed for each category of disability. Student must get evaluation at their own expense. Documentation must provide information on specific functional limitations that demonstrate the need for specific accommodations.

Self-Advocacy

- **High School:** Student is identified by the school and is supported by parents and teachers. Primary responsibility for arranging accommodations belongs to the school. Teachers approach you if they believe you need assistance. Teachers will reach out to parents for updates, guidance and concerns.
- **University:** Student must self-identify to the Office of Accessibility. Primary responsibility for self-advocacy and arranging accommodations belongs to the student. Student must initiate contact with the Office of Accessibility if you need assistance. Students must self-advocate and ask for guidance.

Parental Role

- **High School:** Parent has access to student records and can participate in the accommodation process. Parent advocates for student.
- **University:** Parent does not have access to student records without student's written consent. Student advocates for self.

Instruction

- **High School:** Teachers may modify curriculum and/or alter pace of assignments. Testing is frequent and covers small amounts of material. Makeup tests are often available. Teachers often take time to remind you of assignments and due dates.
- **University:** Grading and testing format changes (e.g., multiple choice vs. essay) are generally not available. Accommodations to how tests are given (extended time, test proctors) are available when supported by disability documentation. Testing is usually infrequent and may be cumulative, covering large amounts of material. Makeup tests are seldom an option; if they are, students need to request them. Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students, when assignments are due, and how students will be graded.

Student Responsibilities

- **High School:** Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan. Students' time and assignments generally are structured by others. Student may study outside of class as little as 0 to 2 hours a week for each subject.
- **University:** Tutoring does not fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. Student manage their own time and complete assignments independently. Student needs to study at least 2 to 3 hours outside of class for each hour in class.

1.09 Quinnipiac University Campus Resources

Counseling Services

The Quinnipiac University Health and Wellness Center offers a variety of counseling-related services. Students who are seeking help for emotional distress have access to care. The goal is to assist students through brief therapy while addressing concerns that may be affecting academic performance or the student's quality of life within the university community.

Our counselors are a resource for students struggling with stress, anxiety, depression, relationship problems, eating disorders and alcohol or drug abuse. Other common problems include difficulty making decisions, low self-esteem, procrastination, or the stress of leaving home while adjusting to college life. Counseling staff members are available to assist any student who has been affected through physical or sexual violence or who may be grieving the loss of a loved one. Counseling services are available to all undergraduate and graduate students at no cost.

Here is a link to schedule an appointment with counseling services. (<https://forms.quinnipiac.edu/CounselingIntake/Form.html>)

Dining Services

Chartwells Dining Services is committed to providing quality food and excellent service. The guarantee to you is that we will do everything possible to ensure your satisfaction. If you have any comments, concerns, suggestions, or praise about your dining experience, or need any special assistance, please reach out to Chartwells by visiting the Quinnipiac Dining Website (<https://www.dineoncampus.com/quinnipiac/>) or simply speaking with a dining services manager.

Department of Public Safety

The Department of Public Safety provides coverage of all campuses 24 hours a day, seven days a week. Part of the duties of public safety include: responding to all emergencies and requests for assistance, offering walking escort services on campus 24 hours a day, investigating complaints and submitting follow-up written reports,

maintaining relationships with area law enforcement and emergency service agencies.

To contact the Department of Public Safety, call or email: 203-582-6200 or public.safety@qu.edu (public.safety@quinnipiac.edu)
In case of an emergency, call **911** from any phone on campus.

Department of Residential Life

The Department of Residential Life is committed to excellence in the development of a living learning environment that contributes to student success.

To contact the Office of Residential Life, email: residentiallife@qu.edu (ResidentialLife@Quinnipiac.edu)

Individual Academic Counseling

Through Individual Academic Counseling, academic specialists help students prioritize tasks, develop effective college-level study habits, negotiate classroom difficulties, and cultivate habits of the mind consistent with lifelong learning and professional success. Academic specialists are full-time, professional staff members that generally work during business hours.

To make an appointment with an academic specialist, please contact:
Mount Carmel Campus: 203-582-8628
North Haven Campus: 203-582-5252

Information Technology

If you require computer-related assistance, the information services mission is in supporting student life, teaching, research and administration. If you require computer-related assistance, you can visit the Information Services webpage (https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/MainIS.html) or stop in to one of the Tech Center locations:

Mount Carmel Campus/Arnold Bernhard Library: Room 138
North Haven Campus/Center for Medicine, Nursing and Health Sciences: MNH-338

Peer Tutoring

Over 60 peer tutors offer tutoring services for more than 400 courses. Students utilize this resource for a variety of reasons, including help in the writing process, assistance with homework problem sets and preparation for exams. Tutors received an A or A- in each course they tutor and were recommended by their professors. Tutorials are available in half-hour blocks every day of the week. To schedule a tutoring appointment, email learningcommons@qu.edu (LearningCommons@quinnipiac.edu) or call:

Mount Carmel Campus: 203-582-8628
North Haven Campus: 203-582-7851

1.10 Student Registration with the Office of Student Accessibility

Incoming and current Quinnipiac University students with disabilities who have not previously registered with the Office of Student Accessibility (OSA) and wish to request an accommodation should follow these steps:

1. **Submit documentation of disability:** Specific guidelines regarding documentation requirements are provided. Students may submit documentation to:

This link on [qu.edu](https://www.qu.edu) Accommodation Request Form for Students with Disabilities (PDF) (<https://www.qu.edu/499224/globalassets/>)

global/media/qu/documents/academics/learning-commons-support/accommodation-request-form-for-students-with-disabilities.pdf)

The Office of Student Accessibility

Located at the Learning Commons

Arnold Bernhard Library (Mount Carmel Campus) – AB-TLC

School of Law & School of Education (North Haven Campus) –

SLE-340

Fax: 203-582-7610

Email: access@qu.edu (access@quinnipiac.edu)

2. Schedule an appointment: the student will need to schedule an initial appointment with the OSA. Incoming students should contact the office by email, phone or walk-in to schedule an appointment:

Phone: 203-582-7600

Email: access@qu.edu (Access@qu.edu)

Walk-In:

Mount Carmel Campus: Arnold Bernhard Library North Wing

North Haven: School of Law and School of Education – SLE-340

Phone options are available during the summer and for students currently off campus. If you need further assistance, feel free to contact us via email or phone.

3. Determination of Accommodations: During your meeting with a staff member from the Office of Student Accessibility, a thorough discussion will occur regarding your disability, your strengths, challenges, and program of study. Often, as a part of an interactive process, the student, the OSA and the faculty member will need to collaborate to determine reasonable accommodations in certain settings that are not just academic in nature (see laboratory, practical, clinical, fieldwork, internship). Upon completion of student's appointment and a decision on what accommodations may be considered reasonable, a student will receive an accommodation letter detailing the use of recommended reasonable accommodations.

Implementing the didactic, laboratory, practical, clinical/fieldwork adjustments/accommodations and/or services. This is completed on a semester-by-semester basis as a part of the interactive process and is an ongoing process. It is a student's responsibility to report the effectiveness of the accommodation, and ongoing communication with the OSA is encouraged. The student needs to know and feel comfortable that if their needs change or the nature of the course or class they are undertaking changes they can come back for further discussion on what might be needed.

1.11 Accommodations in Academic/Didactic Settings

Accommodations are required by law under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Students who choose to disclose a disability and request academic/didactic accommodations should submit the Accommodation Request Form and relevant, supporting documentation that would substantiate the need for the accommodation (please see documentation guidelines).

A student will then meet with a representative from the Office of Student Accessibility (OSA) within an interactive process to determine which accommodations would be appropriate. Most often, this interactive process involves assessing the student learning outcomes of a course/program, in addition to the technical standards of a course/program. So long as the accommodation would not present an undue hardship or fundamental alteration, the accommodation may be deemed reasonable according to the ADA and Section 504.

Following this meeting, an official accommodation letter describing the nature of the accommodations will be provided to the student. It is the student's responsibility to forward their accommodation letter to their course instructors, for the courses which they would like to utilize their accommodations. Accommodations are effective beginning on the date the professor is presented the accommodation letter. Accommodations are not retroactive.

The student must contact their professors and to work collaboratively to help facilitate the arrangement of the accommodation. The accommodation process is premised upon an open and productive dialogue between the professor and the student. Students are encouraged by the OSA to discuss their accommodations with the professor; however, the student is not required to disclose or discuss specific disability-related information.

Please remember that all information regarding a disability is confidential and this information is subject to Quinnipiac University privacy guidelines for academic records.

1.12 Accommodations in Laboratory Settings

Accommodations are required by law under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Students who choose to disclose a disability and request accommodations in a laboratory setting should submit the Accommodation Request Form and relevant, supporting documentation that would substantiate the need for the accommodation.

A student will then meet with a representative from the Office of Student Accessibility within an interactive process to determine which accommodations would be appropriate. Most often, this interactive process involves assessing the student learning outcomes of a course/program, in addition to the technical standards of a course/program. So long as the accommodation would not present an undue hardship or fundamental alteration, the accommodation may be deemed reasonable according to the ADA and Section 504.

Following this meeting, an official accommodation letter describing the nature of the lab accommodations will be provided to the student, for the courses which they would like to utilize their accommodations. Accommodations are effective beginning on the date the professor is presented the accommodation letter. Accommodations are not retroactive.

The student is advised to contact their professor(s) and to work collaboratively to help facilitate the arrangement of the accommodation. The accommodation process is premised upon an open and productive dialogue between the professor and the student. Students are encouraged by the Office of Student Accessibility to discuss their accommodations with the professor; however, the student is not required to disclose or discuss specific disability-related information.

Please remember that all information regarding a disability is confidential and this information is subject to Quinnipiac University privacy guidelines for academic records.

1.13 Accommodations Applicable to Off-Campus Educational Experiences: Clinical, Fieldwork, Externship, Internships

Students who are performing work in external settings are entitled to reasonable accommodations, as necessary, to perform the essential

duties of the clinical site as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

In the event that a student requires accommodations at an external site, the student should notify the Office of Student Accessibility as soon as possible and their course instructor, who should assist the student in engaging in the interactive process with the clinical coordinator/site.

In accordance with Section 504 and the ADA, accommodations at an external site must not:

1. pose an undue financial or administrative burden
2. fundamentally alter the nature or purpose of the course or assignment
3. be inconsistent with essential academic requirements
4. reduce or alter academic requirements
5. substantially alter the method in which the course is taught or service is provided
6. pose a direct threat to the health and safety of the student, patient or others

Typical academic accommodations (ex: extended test taking time, etc.) may not be transferable to an external site without first engaging in an interactive discussion process.

If following discussions through the interactive process between the Office of Student Accessibility, the student and the instructor, it is learned that accommodations at an external site are reasonable, an accommodation letter specific to clinical experiences will be provided to the student, instructor and clinical/fieldwork/externship/internship coordinator.

Accommodations will be re-visited each semester and will be dependent on the external site location and requirements.

1.14 Accommodations While Studying Abroad

Students who are interested in exploring study abroad opportunities should consider what impact their disability may have if/when they plan to travel overseas. Students are advised to reach out to the Office of Student Accessibility (OSA) as well as the Office of Global and Cultural Engagement to begin a discussion of what to expect when traveling abroad. This discussion should occur as students are exploring their options to ensure that the decision to study abroad will be a good fit.

In accordance with the deadlines for the Department of Cultural and Global Engagement for Study Abroad it is recommended that you start working with the Office of Student Accessibility up to a year in advance, or as soon as you start considering the option to study abroad.

Students who are registered with the Office of Student Accessibility who are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) and Section 504 (504) of the Rehabilitation Act may also be eligible for overseas accommodation when it can be arranged.

It is important to keep in mind that many foreign countries and study abroad programs overseas do not have the same accessibility laws (ADA/504) as in the United States. Therefore, it is imperative that you begin this discussion early in the exploration process as to learn about the types of accommodations that are typically provided in your host country. During this process the student is encouraged to be flexible and open-minded to differing ways of accommodating disability-related challenges.

If/when considering study abroad, please reach out to:

Office of Student Accessibility
Located at the Learning Commons
Arnold Bernhard Library (Mount Carmel) – AB-TLC
School of Law & School of Education (North Haven) – SLE-340
203-582-7600
access@qu.edu (access@quinnipiac.edu)

If considering study abroad for the first time, it is suggested that a student do some preliminary research prior to such as:

1. What are the physical environments like in the host country?
2. How are the assignments different? Is learning mainly from lecture, readings, independent research, etc.?
3. What housing options exist?
4. Is transportation available and accessible?

Just as cultures differ, so do disability accommodations and perceptions. The key for any study abroad participant is flexibility.

Quick Tips for Students with Disabilities Going Abroad

1. **Remember that other cultures may provide disability access in a different way**—learn about what types of accommodation are typically provided in your host country and be flexible and open to different ways of accommodating your disability.
2. **Before you go, find out as much as you can about your host culture** and how they view disability by reading, talking to other students, and attending pre-departure orientation sessions. The more you know, the better prepared you will be for the interaction between your disability and the new environment.
3. **Think about how you will answer questions** about your disability in the language of your host country—look up key vocabulary words ahead of time.
4. **For further information, please visit:**

Diversity Abroad (<https://www.diversityabroad.com/guides/diversity-and-inclusion-abroad-guide/student-with-disabilities-abroad/>)
Department of Homeland Security: Transportation Security Administration (<https://www.tsa.gov/travel/special-procedures/>)
Quinnipiac University: Department of Cultural and Global Engagement (<https://qu.campuslabs.com/engage/organization/cultural-global-engagement/>)

1.15 Residential Life/Housing Accommodations

As part of our mission to foster diverse and inclusive learning and living environments, Quinnipiac University is committed to supporting students with documented disabilities.

All students admitted to Quinnipiac University enjoy full access to its programs and services, including residential life. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Quinnipiac University has established procedures to ensure students with documented disabilities receive housing assignments that reasonably meet their needs as required by law.

For specific housing and other residential life information please go to <https://www.qu.edu/life/student/living-at-quinnipiac.html>.

How are Residential Life/Housing Accommodation Requests Reviewed?

Housing accommodation requests are reviewed on an individual basis. **It is important to note that students are not making a request for a specific housing assignment, but rather a request for an accommodation for equal access.** Single rooms are granted as reasonable accommodations in only rare circumstances. Such requests will be reviewed by the Office of Student Accessibility (OSA) on a case-by-case basis.

Requests for particular housing assignments based on a student's preference, or a particular type of living environment, such as a certain type of room or location or desire for a quiet place to study will not be honored.

Students must submit the Accommodation Request Form or additional pertinent documentation from their medical provider substantiating the need for a housing accommodation.

The OSA reviews each request and determines an appropriate and reasonable housing accommodation. Once determined, accommodation recommendations are provided to the Associate Director of Residential Life.

Please note that Quinnipiac University does not grant accommodations solely based on the recommendations of care providers. The determination is made based on all information relevant to the documented functional limitations caused by the disability in relation to the place of residency.

Deadlines for requesting residential life/housing accommodations:**Current Students**

The deadlines for requesting housing accommodations are the following:

Current Juniors – November 1

Current First Year/Sophomores – March 1

Student requesting housing accommodations will meet with a representative from the Office of Student Accessibility (OSA) to discuss requested accommodations and to complete the interactive accommodation process. These deadlines allow the OSA adequate time to review requests prior to the complex lottery process. Please contact the Office of Residential Life regarding questions related to the Lottery Process. <https://www.qu.edu/life/student/living-at-quinnipiac.html>.

Residential Life accommodations are based on the student's request. If approved, only the student and direct roommate will be affected. A student with an approved accommodation cannot request a full suite of individuals based on their approved accommodation.

Incoming Students

The deadline for requesting housing accommodations for incoming students is:

Incoming Students – June 24

An incoming student requesting housing accommodations will speak with a representative from the OSA to discuss requested accommodations and to complete the interactive accommodation process. Students with an approved accommodation can request up to one roommate.

Post-Deadline Requests

If a need for a housing accommodation request arises outside of the above timelines, students should still follow the same application process. The OSA will review post-deadline requests and the college will

make every attempt to implement approved accommodations based on current availability. Please note that availability for certain types of accommodations may be limited at later points in the year. The OSA and Office of Residential Life offers a wait list for those students who have been approved accommodations after the deadline.

1.16 Accommodations in the School of Law

Students taking classes in the Quinnipiac University School of Law should reach out to the Associate Dean of Students who will make a referral to the Office of Student Accessibility (OSA).

Please contact:

Associate Dean of Students
Quinnipiac University School of Law
203-582-3220

The OSA will review the disability documentation, and then engage in an interactive process with the Associate Dean of Students in determining accommodations that may be considered reasonable within the Quinnipiac University School of Law. Once accommodations are agreed upon, the student as well as the Associate Dean of Students will receive an accommodation letter detailing the accommodation and its' provision.

1.17 Accommodations in the Frank H. Netter MD School of Medicine

Students taking classes in the Quinnipiac University Frank H. Netter MD School of Medicine should reach out to the Associate Dean for Student Affairs who will make a referral to the Office of Student Accessibility (OSA).

Please contact:

Associate Dean for Student Affairs
Frank H. Netter MD School of Medicine
203-582-4859

The OSA will review the disability documentation, and then engage in an interactive process with the Associate Dean for Student Affairs in determining accommodations that may be considered reasonable within the Frank H. Netter School of Medicine. Once accommodations are agreed upon, the student as well as the Associate Dean for Student Affairs will receive an accommodation letter detailing the accommodation and its' provision.

1.18 Emotional Support Animals, Service Animals and Therapy Animals

Quinnipiac 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.

For the complete policy and guidance regarding animals on campus at Quinnipiac University, please visit this link in the campus catalog. (<https://catalog.qu.edu/university-policies/animals/>)

Service Animals

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any dog 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.

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.

Service Animal in Training

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces on university property including classrooms, residence halls and employee work areas.

The service animal in training must be wearing a harness or an orange-colored leash and collar. The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

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.

Therapy Animal

A therapy animal is 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.

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:

1. 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.
2. The handler must be in full control of the animal at all times.
3. 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.
4. 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.

5. 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.
6. If directed to by OSA, the handler is required to bring the animal to receive veterinarian attention.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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).
12. The handler must abide by all other applicable residential policies.
13. 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.
14. It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
15. 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.
16. 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.

17. 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.

Section 2: Criteria for Comprehensive Documentation of Disabilities

2.01 General Documentation Guidelines

Students who wish to disclose a disability and request an accommodation(s) should submit documentation in the form of the Quinnipiac University Accommodation Request Form and/or additional supporting documentation from a credentialed provider. Current and incoming students who do not have documentation of disability, have documentation that is not current, or does not meet the suggested guidelines, should still schedule a meeting with the Office of Student Accessibility. Documentation can be discussed during the initial meeting—no student should delay initiating a request out of concern for not having the appropriate paperwork.

If after reading these guidelines, you have any additional questions regarding documentation, please contact:

The Office of Student Accessibility
 Located at The Learning Commons
 Arnold Bernhard Library (Mount Carmel) – AB-TLC
 School of Law & Education (North Haven) SLE 340
 Fax: 203-582-7610
 Email: access@quinnipiac.edu

1. **Documentation must be dated and signed with the appropriate credentials by the providing professional on letter head.**
2. **A diagnostic statement identifying the disability from a licensed/certified professional:** The diagnosis should include a description of diagnostic methods, including the DSM-5 diagnosis if applicable, and criteria utilized along with the date of evaluation. The licensed professional providing the diagnosis cannot be a family member. Quinnipiac University reserves the right to require that a certified copy of the documentation be transmitted directly from the evaluator or professional to the college.
3. **Current functional impact of the condition:** Describe the current relevant functional impact of the disability in an educational setting.
4. **The expected progression of the disability over time:** Provide a description of the expected change in the functional impact of the condition over time. If the condition is variable, describe the known factors that may exacerbate the condition.
5. **Treatment:** List treatments, medications, accommodations/auxiliary aids, and/or services currently in use and their estimated effectiveness in addressing the impact of the condition. Include any significant side effects that may affect physical, perceptual, behavioral, or cognitive performance. List any additional recommendations/auxiliary aids along with a clear rationale of why they may be of benefit to the student. All recommendations will be evaluated on a case-by-case basis.

6. **Supporting Documents:** Students are encouraged to submit any past documentation or materials that establish a history of receiving appropriate accommodations in a previous academic setting when available. Secondary school accommodation plans such as IEPs or 504 Plans are helpful, but often do not provide sufficient information to establish eligibility for the requested accommodations at the university level when submitted without a corresponding evaluation.

4. The evaluation report must indicate the norm-reference group. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.

The following areas must be assessed using standardized instruments. Actual scores from all instruments must be provided. If grade equivalent scores are included, they must be accompanied by standard scores and/or percentile rank scores.

Aptitude: The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* are acceptable.

Achievement: Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test for Adults (SATA)* and the *Stanford Test of Academic Skills (TASK)* are acceptable.

Other specific achievement such as the *Test of Written Language-3 (TOWL-3)*, *Woodcock Reading Mastery Tests-Revised*, the *Stanford Diagnostic Test*, and the *Nelson-Denny Reading Test* can be helpful when results are utilized to support other standardized instruments.

Additional notes:

1. The *Wide Range Achievement Test 3 (WRAT-3)* is NOT a comprehensive measure of achievement and therefore should not be the only measure of overall achievement utilized.
2. The Reading, Math, and Writing Fluency subtests of the *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* and the One Minute Reading Rate subtest of the *Nelson-Denny Reading Test* should not be provided as the sole documentation of processing speed and/or reading, math, and writing speeds.
3. Results from the *Nelson-Denny Reading Test* form G or H should be included for students who are documenting a reading disability. If the impairment involves reading speed, the *NDRT* should be administered under both standard and untimed conditions.

Information Processing: Specific areas of information processing (e.g., short and long-term memory; sequential memory; auditory and visual perception processing; processing speed) must be assessed.

1. Use of the *Woodcock-Johnson Psychoeducational Battery III-Tests of Cognitive Ability* (Standard Battery-subtests 1-10) or subtests from the *Weschler Adult Intelligence Scale III (WAIS-IV)* are acceptable.
2. A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)* is required. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of learning disability.

Testing must demonstrate that the Learning Disability currently and substantially limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of the University may be affected.

Submission of documentation is not the same as the request for accommodations. A student must schedule an appointment with the Office of Student Accessibility to engage in the interactive process and discuss reasonable accommodations in regard to the program of study, technical standards and student learning outcomes.

Confidentiality Statement

The Quinnipiac University Office of Student Accessibility (OSA) will not release any information at any point in the disability accommodation process regarding an individual's diagnosis or medical information without his or her informed written consent. Information will be released only on a "need to know" basis, except where otherwise required by law.

Students are advised to keep any disability-related information private from their professors, advisors, program faculty and staff.

2.02 Learning Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a diagnosed learning disability that substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process, and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early..

Documentation Guidelines: The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians/treatment providers with a copy of these guidelines.

1. Testing must be current, administered within the past three years for students age eighteen and older, and within one year for students under the age of eighteen. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation. For that reason, dates of testing must be included in the report.
2. Testing must be performed by a qualified evaluator: clinical or educational psychologists, learning disabilities specialists, or physicians known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly listed in the report.
3. Testing must involve a comprehensive psychoeducational evaluation and include a diagnostic interview and clinical summary.

2.03 Physical/Medical Disability (Temporary or Permanent) Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a temporary or permanent physical disability that substantially limits one or more major life activities. Examples of physical/medical permanent or temporary disabilities include but are not limited to: chronic illnesses, traumatic/acquired brain injury, surgery, post-concussive syndrome, arthritis and mobility, chemical sensitivity, Cancer, AIDS etc. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

Documentation Guidelines:

1. Documentation must be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of many physical disabilities, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator.
2. Documentation must be comprehensive and should include:
 - a. A clear, specific diagnosis of a disability and a statement outlining the ways the student is substantially limited in one or more major life activities
 - b. Description of the current symptoms, fluctuating conditions/symptoms and prognosis
 - c. A summary of assessment procedures used to make the diagnosis, as well as a date of diagnosis
 - d. Medical information which may be important in a college/university environment, including any safety measures, medication, side effects of the prescribed medication, and whether there are crisis episodes associated with the disability.
 - e. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level.

2.04 Attention Deficit Hyperactivity Disorder (ADD/ADHD) Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of the Attention Deficit Hyperactivity Disorder and that it substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

Documentation Guidelines of ADD/ADHD must include all of the following elements:

1. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed professional who has had training in and direct experience with ADD/ADHD, such as a psychologist, psychiatrist or primary care doctor.
2. **Recency of documentation:** Evaluations must be dated within three years, with updates provided when relevant changes in behavior or medication occur.
3. **Diagnostic Interview:** The summary must include the following information, and should be based on more sources than the student's self-report:
 - a. Evidence that the condition was exhibited in childhood in more than one setting
 - b. A history of the individual's presenting attentional symptoms
 - c. Impulsive/hyperactive or inattentive behaviors, as well as relevant medication history
4. **Relevant testing:** Neuropsychological or psychoeducational assessments are recommended to determine the current impact of the condition on the individual's academic functioning.
 - a. The data must logically reflect a substantial limitation to learning for the individual that is requesting the accommodation.
5. **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-5)*. Based on the current predominant features, the appropriate sub-type should accompany the diagnosis.
6. **Clinical Summary:** A narrative clinical summary must include the following:
 - a. An indication that other possible causes of the presenting behavior have been ruled out. This report should indicate clear evidence of significant impairment in social, academic, or occupational functioning, and discuss present symptoms which do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychiatric disorder.
 - b. Whether the evaluation occurred while the student was taking medication and how the results were affected
 - c. A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other activities of the University
 - d. Discussion of the student's use of medication and its ameliorative effects
 - e. Recommendations for academic accommodations, including a rationale for each

2.05 Mental Health / Emotional Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a psychiatric or emotional disability that substantially limits one or more major life activities. Examples of psychiatric/emotional disabilities include but are not limited to: depression, generalized anxiety, bipolar, schizophrenia, etc. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student

Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

Documentation Guidelines:

1. The evaluation must be performed and provided by a licensed psychologist, psychiatrist, psychiatric nurse practitioner, or clinical social worker. An assessment from a general physician typically does not suffice.
2. Documentation must be dated within 6 months of the date of Office of Accessibility registration. Older evaluations will be considered if submitted with more recent supplemental documentation.
3. Documentation must be comprehensive and should include:
 - a. Any counseling, specific therapies, current prescribed medications and any side-effects that would compromise academic functioning.
 - b. Specific diagnosis that refers to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)*. Please note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
 - c. A narrative clinical summary must describe a history of presenting symptoms, the current severity and expected duration of symptoms, a description of functional limitations and the impact of the disability on the student's current participation in courses, programs, services, or any other activities at the postsecondary level.
 - d. Suggestions of reasonable accommodations that may be appropriate at the postsecondary level.

2.06 Auditory/Visual Disability Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of vision or hearing loss and describe how the disability substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

Documentation Guidelines: Visual Impairments

Students requesting accommodations on the basis of low-vision or blindness must provide documentation consisting of:

1. An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate, which should be dated within 6 months, particularly if the condition is subject to change
2. A description of current symptoms, fluctuating conditions/symptoms, and prognosis

3. An assessment of functionally limiting manifestations of the vision disability
4. A history of accommodations received in the past, if applicable
5. Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to assistive technology and alternate formats for print materials and a rationale in support of each recommendation

Documentation Guidelines: Hearing Impairments

Students who are deaf or hard-of-hearing must provide documentation consisting of:

1. An audiological evaluation and/or audiogram which should be dated within 6 months, particularly if the condition is subject to change
2. Pertinent history, including date and age of onset of hearing loss, current level of severity, and statement of whether the hearing loss is stable or progressive
3. A clinical summary of the functional implications of the diagnostic data
4. A history of accommodations received in the past, if applicable
5. Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to communication devices and methods, such as sign-language interpreting services, assisted listening devices, CPrint, or CART services and a rationale in support of each recommendation

2.07 Autism Spectrum Disorder Documentation Guidelines

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of an Autism Spectrum Disorder disability that substantially limits one or more major life activities. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

Accommodations are individually determined each semester and must be renewed on a semester-by-semester basis. Once the Office of Student Accessibility receives documentation, it is the student's responsibility to make an appointment with the Office of Student Accessibility to discuss their needs through an interactive process and then to receive accommodations that semester. Please note that accommodations are never instated retroactively, so it is important to reach out early.

Documentation Guidelines:

1. The evaluation must be performed by a licensed individual who is qualified to evaluate and diagnose Autism Spectrum Disorders or who may serve as members of a diagnostic team. These individuals or team members may include developmental pediatricians, neurologists, clinical psychologists, neuropsychologists, psychiatrists or other qualified medical doctors.
2. The name, title, and credentials of the qualified professional writing the report should be included. Information about licensure or certification, including the area of specialization, employment, and the state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be typed on professional letterhead, dated within three years, and signed.
3. Must be dated within three years including the current impact of the student's disability on his or her academic performance as well as the impact at the postsecondary level.

- Summary should include the specific diagnosis of an autism spectrum disorder based on the current DSM- V diagnostic criteria. The evaluator should provide a rationale and comprehensive supportive data to substantiate this diagnosis.
- Summary should address the severity and frequency of the symptoms, and indicates whether the symptoms constitute an impairment of a major life activity.
- Should examine and discuss the possibility of co-existing and/or alternative diagnoses, including learning and psychological disorders.
- Suggestion of reasonable accommodations that might be appropriate at the postsecondary level. Recommended accommodations should be pertinent to the anticipated academic environment.

2.08 Parking Accommodations

Students are encouraged to contact their Department of Motor Vehicles in their state of residency in order to obtain a valid, state-issued handicapped placard or license plate. Handicap accessible parking spaces are located throughout campus, marked by signage, and are reserved for vehicles displaying a valid state issued hangtag or license plate only. The handicapped placard must be present on the vehicle at all times and must be presented along with vehicle registration information to the Office of Student Accessibility (OSA), which will then be forwarded to the Parking and Transportation office. When a state issued placard is not acquired, a student can provide disability documentation to the OSA to engage in an interactive process in determining accommodations related to the access of courses, programs, services, activities, and facilities.

The OSA will review a student's disability documentation and will consider the student's request for a campus parking permit as a necessary, reasonable accommodation if:

- Under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973, a student provides documentation of a temporary or permanent physical disability that substantially limits one or more major life activities.
- Documentation must be **current**: Although some individuals have long-standing or permanent diagnoses, because of the changing nature of many physical disabilities, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator.

Documentation must be **comprehensive** and should include:

- A clear, specific diagnosis of a disability and a statement outlining the ways the student is substantially limited in one or more major life activities
- Description of the current symptoms, fluctuating conditions/ symptoms and prognosis
- A summary of assessment procedures used to make the diagnosis, as well as a date of diagnosis
- Medical information which may be important in a college/university environment, including any safety measures, medication, side effects of the prescribed medication, and whether there are crisis episodes associated with the disability
- Suggestions of reasonable accommodations that might be appropriate at the postsecondary level

If parking is determined to be a necessary, reasonable accommodation in order to access Quinnipiac University courses, programs, services, activities and facilities, the campus parking permit issued to the student

will be limited to the specific dates and in some occasions times for which the accommodation is necessary and reasonable, as described in the student's OSA parking permit.

Due to the limited parking spaces available, parking accommodation requests for a specific parking location based on convenience to accommodate activities such as doctor visits, grocery shopping, family conflicts or employment will not be granted.

For students looking to obtain an OSA parking permit, please contact:

The Office of Student Accessibility
 Located at The Learning Commons
 Arnold Bernhard Library (Mount Carmel) – AB-TLC
 School of Law & Education (North Haven) SLE 340
 203-582-7600
access@quinnipiac.edu

Campus Transportation Options

- On-Demand Shuttle Service is available upon request by calling 203-691-1512. Quinnipiac operates 24-passenger busses that are ADA compliant with wheelchair lifts and handicap-accessible seating. Students who are on crutches or otherwise require assistance may access the lifts on these vehicles.
- Door-to-Door Service - the Department of Public Safety provides on campus door-to-door transportation (Mount Carmel campus only) via a patrol vehicle or golf cart upon request by calling 203-582-6200.

Parking Rules and Regulations

- Vehicles parked outside of their designated parking lot are subject to a citation or vehicle tow when found to be in violation of the parking rules and regulations.
- Parking decals must be displayed in the lower left inside corner (driver's side) of the windshield. Please display the current year decal only. The decal must be attached with its own adhesive, and **cannot be transferred to another vehicle or person**. The Department of Public Safety reserves the right to deny access to university properties to any vehicle not displaying the proper decal. Q-Cards MUST be presented upon request.
- Decals that are improperly attached, show signs of being transferred, duplicated or manipulated in any way will not be considered valid. The Department of Public Safety may seize invalid or misused parking decals at any time.
- The person to whom a vehicle is registered is responsible for all parking citations issued to the vehicle regardless of who is operating the vehicle. Parking citations cannot be transferred to another My Parking account.
- All parking citation payments are processed online in each student's My Parking account. Credit, debit and e-check are accepted forms of payment. All fines double after 15 days for nonpayment and a HOLD is placed on the student's account. Parking appeal information may be found in the complete parking rules and regulations, which may be found online.
- Unless noted above, all other parking areas and roadways are prohibited and will result in the issuance of a parking citation.
- A legal parking space is defined as an area specifically designated for parking, which typically is defined by parking blocks and/or painted surface lines and/or indicated with appropriate signage. Areas not identified as parking areas should be viewed as "NO PARKING" zones, and in most cases are considered a fire lane or

safety hazard. Vehicles parked illegally will be issued a citation and WILL BE TOWED at the owner's expense. Parking on campus is prohibited on grass and in areas where it would mar landscaping, create a safety hazard, or interfere with the use of University facilities. Such areas include, but are not limited to:

- a. Posted No Parking Zones
 - b. Yellow zones
 - c. Fire lanes
 - d. Access areas
 - e. Crosswalks
 - f. Sidewalks
 - g. Hash mark areas
 - h. Areas designed for special vehicles
8. Removal of cones or barriers is not permitted. Violators will be issued a parking citation and towed at the owner's expense.

Quinnipiac University reserves the right to temporarily close any parking facility or parking lot, to revise traffic patterns to accommodate special events, maintenance or weather. When possible, advance notice of such changes will be provided. Vehicle owners must be available to move their vehicle upon request; vehicle owners who are traveling or otherwise plan to be absent and unable to remove a vehicle upon request, MUST park in a parking garage or risk being towed at the owner's expense.

For full Parking Rules & Regulations, please refer to the Department of Public Safety (<https://myq.quinnipiac.edu/Campus%20Offices/Security%20%20Safety/Pages/default.aspx>) webpage.

2.09 Medical Meal Plan Accommodation Policy

Quinnipiac Dining Services is a leader in providing fresh, delicious, and nutritious meals that students have come to know and love. Quinnipiac Dining Services is committed to meeting the dining needs of all students by creating new and garden-fresh meals that help contribute to the building of sharp minds and strong bodies through a healthful, balanced approach.

Students are required to meet with the Executive Chef of Quinnipiac Dining Services to help meal plan and determine what options best suit each students' specific dietary or nutritional needs.

Quinnipiac University is committed to the full participation of students with disabilities in all aspects of college life, including dining experiences. Students with documented disabilities for whom eating in a dining hall may not be viable due to medically necessitated dietary requirements may request a meal plan accommodation.

Accommodations to Quinnipiac University meal plans are very rare, and only will be considered on a case-by-case basis if Quinnipiac Dining Services cannot provide the student with alternative meals which would be both nutritious and safe.

The Office of Student Accessibility (OSA) works collaboratively with Quinnipiac Dining Services, Residential Life and Health and Wellness in order to provide dining accommodations to qualified students with disabilities.

According to the terms and conditions of the Quinnipiac Universities Residential Life and Dining policies, all full-time and part-time students are required to have a meal plan. Students can select from the Platinum, Gold and Silver meal plans. Students who are commuters will have the Bronze plan.

Meal plan accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 and its amendments of 2008 (ADAAA) require that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if other suitable options are available or is deemed not reasonable.

Prior to requesting a medical meal plan accommodation, students with food limitations and/or allergies are required to contact and meet with a representative from Quinnipiac Dining Services.

Section 3: ADA/504 Grievance Procedure at Quinnipiac University

3.01 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:

1. Disagreements regarding a requested service, accommodation or modification of a university practice or requirement;
2. Inaccessibility of a program or activity;
3. Harassment or discrimination on the basis of disability;
4. Violation of privacy in the context of disability

Undergraduate and graduate students with inquiries regarding relevant Quinnipiac University policies or procedures should be directed to the Director of the Office of Student Accessibility whose office is located in the North wing of the Arnold Bernhard Library.

3.02 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 graduate students working with the ADA Coordinator may contact the associate vice president of retention and academic success (203-582-5338) or Access@qu.edu. 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 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."

The associate vice president of retention and academic success will not 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.

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.

3.03 Formal Procedure

Initial Process

The aggrieved individual initiates the formal procedure by filing a formal complaint in writing to the vice president of academic innovation and effectiveness. Once the complaint is filed, the status of the aggrieved individual changes to that of "complainant." The vice president of academic innovation and effectiveness may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic innovation and effectiveness 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 provost. 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 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 provost for good cause. The decision of the provost on the appeal is final.

DRUG SCREEN POLICY

Policy and Procedures on Drug Screens for Health Professions Programs in the Quinnipiac University School of Health Sciences (SHS), School of Medicine (SOM) and School of Nursing (SON) -Revised 4.30.2019 – Revised 5.28.2020 - Revised 8.6.2020 - Revised 4.29.2021

Purpose

The School of Nursing (SON), School of Medicine (SOM), and School of Health Sciences (SHS) recognize that substance abuse is a significant public health problem in the United States, and that drug overdose is now the leading cause of death among Americans under 50 years of age. Unfortunately, the health risks and criminal matters that affect so many individuals include health care providers. Substance abuse may affect the ability of a health care provider to deliver safe, high-quality care. All providers have the legal and ethical responsibility to uphold the law that protects society from drug abuse.

This policy influences and augments the student's ability to maintain personal and professional integrity and facilitates the student's success both clinically and didactically. It promotes a healthy learning environment for the student. In the clinical setting, this policy enhances patient safety. It also fosters the development of professional health care providers who are well educated about the prevalence, adverse outcomes and responsibilities related to substance abuse.

For all items in this policy, the primary dean's representative is as follows (but alternative designees may be named, as appropriate):

The appropriate dean's representative for SON is the assistant dean for student services.

The appropriate dean's representative for SOM is the associate dean for student affairs.

The appropriate dean's representative for SHS is the assistant dean for career development.

Incoming students from all programs must read this policy as a condition of acceptance into the professional component in their program, whether or not their school/program requires a drug screen prior to matriculation. Addenda may be drafted by any or all of the three schools that modify this policy and its procedures. Please see the Appendix tab for the School of Nursing Appendix (p. 117).

Policy Statement

This policy applies to all students who have matriculated in the Schools of Nursing, Medicine and Health Sciences.

No student may consume or be under the influence of, or in possession of, alcohol or drugs, which may impair the student's ability to function safely while engaged in academic activities, regardless of venue. Students taking prescription drugs or over-the-counter medication are personally responsible for ensuring that, while taking such drugs or medications, they are not a safety risk to themselves or others while engaged in academic activities, regardless of venue. Improper use of alcohol or other unauthorized substances in the academic or clinical setting will result in immediate removal from that setting and may result in dismissal from the program. Students also must comply with all local, state, and federal laws and regulations, as well as Quinnipiac University policies, regarding the possession, manufacture, use or distribution of controlled or *illegal* substances and alcohol.

In programs that require a negative drug screen prior to matriculation, final program acceptance is contingent upon drug screening clearance as listed in Figure 1. If a student does not complete their drug screen prior to program's deadline, that student risks delaying their start and may lose their seat in the program and forfeit their deposit.

A student who has a break in enrollment (e.g., academic leave of absence, other leave of absence, suspension, etc.) must repeat a drug screen prior to beginning classes using the guideline in Figure 1.

A drug screen or repeat drug screen may be required as a condition of clinical or fieldwork if requested by that facility. Timelines for completion of this screening are solely at the discretion of each contracted facility and are subject to change without notice. Students are required to comply with the requirements of their assigned clinical sites. A student may be required to have multiple drug screens during their enrollment in clinical and/or fieldwork. Costs associated with these screenings are the responsibility of the student. Students who are employed at an agency where they may also be doing clinical or fieldwork as part of the curriculum must comply with this drug screening policy regardless of whether a drug screen was completed as part of the employment process.

In either instance listed above, a negative dilute result is not an acceptable result; any student who has a negative dilute result on a drug screen is required to repeat the drug screen at their expense within 5 business days of receiving notification from the dean's office.

Any matriculated student found guilty of an alcohol or drug-related offense, including a Quinnipiac Code of Student Conduct violation, or other conviction that may affect the student's ability to deliver safe, high-quality care, will face sanctions up to and including dismissal from the school. If the confirmed offense involves unlawful possession, use, manufacture, distribution, diversion or improper use of any substances, the sanction is immediate dismissal from the program.

Students who are arrested for an alcohol or drug-related offense and who are matriculated in the Schools of Nursing, Medicine or Health Sciences must notify the appropriate dean of the event, in writing, immediately and no later than the same day the student returns to classes. If the student is enrolled in a clinical or fieldwork course, notification in writing to the appropriate dean is due no later than 24 hours prior to the assigned clinical or fieldwork day. No student with an arrest may attend a clinical or fieldwork experience until cleared by the dean.

A police report of the arrest must also be submitted to the appropriate dean within 10 business days. Students failing to follow the guideline for notification of an arrest and submission of a police report will face sanctions up to and including dismissal from the school.

Procedures

Figure 1: Timing of Drug Screen Requirements

School	Timing of Drug Screen Requirements
School of Medicine	All students – Year 3 before clerkship
	Anesthesiologist Assistant students – Prior to orientation
School of Nursing	Full-time undergraduate students – Prior to the junior year and then annually in July and as required by the clinical site

School of Health Sciences	Accelerated students – Prior to program orientation and then annually and as required by the clinical site
	Graduate Program: MSN Nurse Practitioner – Prior to program orientation and then annually and as required by the clinical site
	Graduate Program: BSN to DNP Nurse Anesthesia – Prior to program orientation and then annually and as required by the clinical site
	Online Nursing Programs – August 24 prior to beginning fall semester and then annually and as required by the clinical site
	Students matriculating in spring/summer – Prior to beginning spring/summer semester classes and then annually and required by the clinical site
	Athletic Training/Sports Medicine – As required by assigned clinical site
	Cardiovascular Perfusion – On entry, recheck prior to start of clinical assignment
	Diagnostic Medical Sonography – Prior to program orientation
	Occupational Therapy – As required by assigned clinical site
	Pathologists' Assistant – As required by assigned clinical site
	Physician Assistant – Between May 13-31 prior to the start of clinical rotations
	Physical Therapy – As required by assigned clinical site
	Radiologist Assistant – Prior to start of clinical assignment
	Radiological Sciences – Required
	Social Work – As required by assigned clinical site

Testing Procedure

The university will designate the approved vendor to conduct drug screens; students are responsible for payment of any fees charged by the vendor. All issues will be reported from the vendor(s) directly to the designee for the dean of the appropriate school. Results from vendors other than those designated by the university to conduct drug screens are not accepted. Incoming and current students must contact the designated vendor(s) and comply with instructions in obtaining a drug screen. Be advised that students should not drink coffee or too many fluids prior to their lab visit as these may cause a negative dilute result. As stated above, a negative dilute result is not acceptable; students with a negative dilute result are required to repeat the drug screen at their own expense.

Laboratory testing includes collection of the sample, transport to the laboratory, EMIT analysis, GC/MS confirmation by a SAM HSA-certified laboratory, and a test review by a medical review officer (MRO), if required. Students need to plan accordingly so that results are available by the deadline set by each school's dean or dean's designate. If results are not available prior to the deadline, the student will risk being dismissed after classes have begun. If results are not available prior to the start of a scheduled clinical experience, the start will be delayed, which may result in forfeiture of the clinical assignment.

Incoming and current students have the right to review the information contained in any drug screen required by the university for accuracy and completeness. A student may request verification of the accuracy of these reports from the designated vendor(s). The designated vendor(s) will advise the student of their rights and assist with verifying the accuracy the report. It is the responsibility of the incoming or current student to ensure that any misinformation in the initial drug screening report is corrected with the vendor and that a written statement with supporting documentation indicating the correction is submitted to the appropriate dean or dean's designate. The designated vendor(s) are not involved in any decision made by the university.

Drug screening reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical or fieldwork facilities with a legitimate educational interest in the material in accordance with the *Family Educational Records and Privacy Act (FERPA)*.

Drug screening reports and other submitted information of incoming and current students are maintained in the designated office in accordance with the university's record retention schedule for student records. Drug screening reports and other submitted information of applicants denied admission into the program are maintained in accordance with the university's record retention policy.

Drug testing required by the Schools of Nursing, Medicine and Health Sciences are conducted utilizing the following measures:

1. The student must be tested at a facility of the approved vendor.
2. The student must comply with the testing facility's methods and procedures for collecting samples.
3. A Fourteen Panel Drug Screen is required, and drug screen cutoffs are consistent with industry standards as determined by the vendor. See Appendix 1. (p. 117)
4. Urine testing is the primary method for drug screening.
5. Serum, hair and saliva analysis or a combination of these may be tested to further validate or clarify urine results.
6. The student will disclose any prescribed and over-the-counter medications, as well as any dietary habits that could modify the testing results to the MRO.
7. If there is a positive result for a prescribed medication(s), a medical review officer will contact the student and ask for documentation of the student's prescription. If the MRO determines that the student provided appropriate documentation, the university will recognize the result as a pass. Quinnipiac will not receive a copy of the documentation.
8. A student who is required to and submits to a drug or alcohol screening will be expected to authorize the release of the results to the school, other relevant university offices and clinical agencies, if requested. If the clinical site requests that the student send a copy of their drug screen report to that site, the student is responsible for doing so. The clinical site has the right to deny the student the

clinical assignment based on the results. If the student refuses to send their results to the site or does not give the school permission to release the results to the site, then the clinical assignment will be forfeited, and the program's policies will apply.

9. As per university policy, Connecticut state law permits the use of medical marijuana, however, in accordance with federal law and as a recipient of federal funding, the university does not permit the possession, use or distribution of marijuana. As such, students in possession of medical marijuana (issued in Connecticut or any other state) are not permitted to use or possess marijuana in any form on university owned or leased property, or at any university-sponsored programs, internships, externships, or clinical assignments.
10. If the accuracy of a positive test is disputed by the student, the student may request a retesting of samples by the facility; the cost of which to be borne by the student. Testing done outside the appropriate window of time will not be considered valid.
11. Substance abuse is verified if either: a) the positive test result is not disputed or b) if the student-requested retest is positive.
12. If the test is inconclusive (please see Drug Screen Non-Clearance (p. 117) section for examples of inconclusive test results) or a retest is requested by the agency or by the faculty for cause, the student will not be permitted to conduct fieldwork or clinical until a conclusive negative result is received. The student may be allowed to attend classes while a result is pending, upon the approval of the dean's office.
13. Students with samples yielding an invalid result must be re-tested within 5 business days of receiving notification from the Dean's Office. The student will be required to complete an alternative method other than urine testing if a second urine dilute result is found.
14. The testing facility will make a final report of the test results (positive, negative or inconclusive) to the appropriate dean's office.

Drug Screening Clearance

The names and test results of all students will be forwarded to the reviewer designee for the school. A drug screen clearance will be reported to the appropriate program with the date of the test.

Drug Screening Non-Clearance

Any student who does not receive drug screen clearance will receive an email notification from the dean's office notifying the student that they have not been cleared.

A student who has failed a drug and/or alcohol screening or received an inconclusive test result will be required to repeat the screening and will be responsible for payment of any fees charged by the vendor(s) for such testing. An inconclusive test result is based upon, but not limited to the following examples: a negative dilute urine screening, a test deemed invalid by the vendor MRO, and inability of the student to provide a sample. Students must be re-tested within 5 business days of receiving notification from the dean's office. The student is required to complete an alternative method other than urine testing if a second invalid/inconclusive result is found. The student is not allowed to attend clinical training or fieldwork until cleared. The student may be allowed to attend classes while a result is pending, upon approval of the Dean's office.

Clinical and/or fieldwork rotations are an essential element in the Schools of Medicine, Nursing and Health Sciences. Students who cannot participate in clinical or fieldwork rotations due to a third failed drug

screen are unable to fulfill the requirements of the program and will be dismissed.

Appeal Process

If the incoming student or current student is denied admission to or continuance in their program, the student may appeal that decision to the dean of the school. All requests for appeals must be made in writing by the student within seven (7) business days of the student's notification by the reviewer designee. It is the student's responsibility to initiate the appeal process by emailing or sending by post a written request to the dean. Should the appeal be approved, the student will be required to sign the *Student Waiver Regarding Drug Screening Results* before continuing in the program. If the student does not sign the waiver, they will risk being dismissed from the program.

Once a final decision is made regarding the student's appeal, including removal from clinical, leave of absence, and dismissal from the program, the dean will immediately notify the student by email and by certified letter. The dean's office will copy all related correspondence to the chair, program directors and clinical coordinator(s) of the respective programs.

The decision of the dean regarding the ability of an incoming student or current student to enter or continue in a professional program is final and cannot be appealed. Admissions and appropriate program chairs will be notified of the decision.

Maintenance of Records and Confidentiality

Information obtained for the purpose of conducting a drug screen or obtained during the drug screen will be retained by the Office of Student Affairs, separate from other student educational and academic records. Confidentiality will be maintained consistent with FERPA guidelines. In the event a clinical site requires a copy of any report, students must either email a copy of their report themselves to the requesting facility or sign a release form for the vendor(s) who will submit the report to the email address of the person authorized to receive it.

Appendix 1: Drug Screen Cutoffs

Certiphi

Urine Drug Screen	Screen Cutoff	GC/MS Cutoff
Amphetamines	1000	500
Barbiturates	300	200
Benzodiazepines	300	300
Cocaine	300	150
Methadone	300	300
Methaqualone	300	300
Opiates	300	300
Oxycodone	100	100
Phencyclidine	25	25
Propoxyphene	300	200
Buprenorphine	10	10
Fentanyl	2000	500
Cannabinoids	50	15
MDMA	500	250

Universal

Urine Drug Screen	Screen Cutoff	GC/MS Cutoff
Amphetamines	1000	n/a
MDMA/MDA, Urine	500	n/a

Barbiturates	300	n/a
Benzodiazepines	300	n/a
Cannabinoid	50	n/a
Cocaine	300	n/a
Methaqualone	300	n/a
Opiates	300	n/a
Oxycodone/ Oxymorphone, Urine	100	n/a
Phencyclidine	25	n/a
Methadone Screen, Urine	300	n/a
Propoxyphene, Urine	300	n/a
Fentanyl, Urine	2000	n/a
Buprenorphine, Urine	10	n/a
Creatinine, Urine	range 20.0-300.0	n/a
Nitrate, Urine	200	n/a
pH, Urine	range 4.5 -8.9	n/a

Opiates	300	200
Oxycodone	300	150
Phencyclidine	25	25
Propoxyphene	300	200

Testing for Cause

A student will be required to undergo drug or alcohol testing for cause when a School of Nursing faculty member, in consultation with program chair and the dean's office, determines there is reasonable suspicion that the student is impaired due to illegal drug or alcohol use, or the use or misuse of prescribed or over-the counter medications based upon, but not limited to the following examples: unusual or aberrant behavior or patterns of abnormal or erratic behavior; physical symptoms of impairment; arrest or conviction for a drug or alcohol related offense; evidence of drug tampering, drug diversion, or misappropriation; direct observation of drug use or discrepant drug counts; alterations in student clinical, laboratory, fieldwork, and/or didactic performance that may not be attributed to other causes following a work-related injury or illness, with evidence that it may have been related to use of a controlled substance; observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment.

In drug and alcohol testing for cause cases, the cost of any required drug or alcohol testing will be borne by the School of Nursing at a facility chosen by the School of Nursing. A student who refuses to submit to testing will be regarded as having voluntarily relinquished his/her field work or clinical responsibilities. Any attempt to delay, hinder, or tamper with any testing or to alter the results of testing will be considered a refusal to submit to testing and will be considered in violation of this policy and cause for dismissal from the program.

Falsification or omission of information or any attempt to delay, hinder, falsify or tamper with any testing, re-testing or results will be considered a refusal to comply with this policy. Failure or refusal to comply with the Drug Screen Policy will be grounds for disciplinary action including filing a violation report to University's Academic Integrity Board, notification of the Office of Student Conduct and/or dismissal from the program.

Appendix 2: School of Nursing Appendix

Revised -7.20.2018 Revised - 9.6.2019 Revised - 8.6.2020

Refers to Policy Statement-paragraph two (p. 115)

Improper use of alcohol or other unauthorized substances will result in immediate removal from clinical or fieldwork and is cause for termination from the program.

Refers to Testing Procedure number 12 (p.)

If a student's drug screen is reported as "inconclusive," the student needs to repeat the test at their own expense. If a student is unable to produce a sample, or fails to comply with all posted and verbal instructions at the lab site, the student is required to retest at their own expense.

Refers to Testing Procedure number 13 (p.)

Any student who does not receive drug screen clearance will receive an email notification from the dean's office within seven (7) business days of receiving that report notifying the student that they have not been cleared. The student is required to complete an alternative method other than urine testing if a second urine dilute result is found. This testing must be completed within 5 business days of receiving notification from the dean's office. The SON has determined that the alternative method of testing for the student in this situation will be a 10 panel serum drug screen test (noted below) in conjunction with a repeat 14 panel urine test. The student is responsible for payment of any fees charged by the vendor(s) for such testing. Should either test yield a positive result, which would include another negative dilute urine drug screen, the student will be dismissed from the program. The student may appeal this decision to the dean of the School of Nursing (see Appeal Process (p. 117) in the policy).

10 Panel Serum Drug Screen

Drug	Screen Cutoff	GC/MS Cutoff
Amphetamines	1000	500
Barbiturates	200	200
Benzodiazepines	200	200
Cannabinoids	50	15
Cocaine	300	100
Methadone	300	300

FINAL EXAMINATION

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

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. 73) 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. 128)
- Appeal of an academic integrity (p. 76) sanction
- FERPA complaints (p. 141)
- Appeal of a student conduct sanction (Undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/>) and Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/>))
- Appeal of the decision to return after an involuntary medical leave of absence (p. 124)
- Grievance procedure for issues regarding disabilities (p. 100)
- Complaints of inappropriate noise (Undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/noise/>) and Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-noise/>))
- Title IX Discrimination and Harassment (Title IX Policy (p. 142))
- Financial aid appeal (financial aid website (<https://www.qu.edu/paying-for-college/>))

When a student has a complaint not covered by one of the above policies and procedures, the student 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 non-academic 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 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/>)

All correspondence, including institutional applications and student complaints, should be sent via email to 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

Purpose of this Policy

The purpose of this policy is to promote an environment of mutual learning and respect at Quinnipiac University ("Quinnipiac" or "university"), and to clearly define prohibited behaviors that are contradictory to the university's commitment to inclusive excellence.

Discrimination, Discriminatory Harassment, and Bias-Motivated Acts and Behavior

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, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students, faculty and staff are expected to adhere to a standard of conduct that is respectful of the rights of all parties.

Accordingly, the following behaviors are prohibited and will not be tolerated at Quinnipiac:

Discrimination: Conduct or speech that denies an individual participation in or access to the benefits of a university program or activity, or adversely affects an individual in the terms, conditions or privileges of the individual's employment, because of the person's race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law.

Discriminatory Harassment: Conduct or speech that is:

1. based on race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law; and
2. sufficiently serious that it unreasonably interferes with an individual's work performance, terms or conditions of employment, or participation or ability to benefit from a university program, or creates an intimidating, hostile or offensive environment for study, work or social living.

To qualify as harassment under this policy, the speech or conduct must be considered to be harassment by the listener/observer(s) and be objectively severe or pervasive enough that a reasonable person would agree that the speech or conduct constitutes harassment. In determining whether reported speech or conduct qualifies as harassment under this policy, the university will consider all circumstances surrounding the reported incident(s), including, without limitation, the frequency, location, severity, context and nature of the speech or conduct, including whether the speech or conduct is physically threatening or humiliating, rather than a merely offensive remark. The university may also consider the intent of the alleged party/parties.

Bias-Motivated Acts and Behaviors: An expression of hostility against the person or property of another, which reflects bias against a

legally protected identity and contributes to or creates an unsafe or unwelcoming environment.

For the purpose of this policy, bias is defined as the personal, unreasoned judgment or attitude that inclines an individual to treat someone negatively because of the individual's actual or perceived race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

Bias-motivated acts and behaviors may be verbal, graphic and/or physical in nature. Incidents may qualify as bias-motivated acts or behavior even when delivered with humorous intent or presented as a joke or a prank.

Examples of bias-motivated acts and behaviors may include:

- Use of an identity-related slur in the presence of, or in communication with, one or more parties
- Mimicking or mocking an individual or group based on their legally protected identity (e.g., appearing in blackface)
- Creating derogatory graffiti or images/drawings related to a legally protected identity
- Imitating someone with a disability or imitating a cultural norm or practice
- Making jokes or using stereotypes when talking to someone

Hate Crimes: Hate crimes are a type of bias-motivated act or behavior in which the conduct constitutes a criminal offense against persons or property. Hate crimes are defined by Connecticut law and must be reported to the Quinnipiac University Department of Public Safety.

Scope of this policy

This policy applies to all members of the Quinnipiac University community, including students, faculty and staff, as well as applicants to any university program. This policy extends to all aspects of the university's educational programs, including academic, nonacademic and extracurricular activities. This policy applies to speech and conduct that occur on-campus, off-campus or online, where such conduct may endanger the health, safety and welfare of the Quinnipiac University community and/or adversely affect the university and its goals and objectives.

Protection Against Retaliation

Quinnipiac University will not tolerate retaliation against persons who report or charge discrimination, harassment or bias-motivated acts or behavior, or against those who testify, assist or participate in any investigation, proceeding or hearing involving a report of discrimination, harassment or bias-motivated acts or behavior.

Retaliation is speech or conduct that targets an individual or group because of their participation in a procedure related to this policy, where such conduct adversely impacts participation in a university program or activity and/or terms or conditions of employment.

Reporting Discrimination, Harassment and Bias-Motivated Acts or Behavior

Quinnipiac University encourages the reporting of all perceived incidents of discrimination, harassment or bias-motivated acts or behavior. Upon receiving a complaint of discrimination, harassment or bias-motivated

acts or behavior, the university will conduct a prompt, thorough and impartial investigation into the allegations.

Complaints of discrimination, harassment or bias-motivated acts or behavior **against students** or registered student organizations will be addressed pursuant to the Student Code of Conduct.

Individuals reporting incidents pertaining to this policy should contact:

Dennis Kwarteng
Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
dennis.kwarteng@qu.edu
203-582-7327

Complaints of discrimination, harassment or bias-motivated acts or behavior **against employees** will be addressed by the Office of Human Resources or designee, pursuant to established policies and procedures.

Individuals reporting incidents pertaining to this policy should contact:

Anna Spragg
Office of Human Resources
554 Mount Carmel Avenue
Hamden, CT 06518
anna.spragg@qu.edu
203-582-7722

Upon completing the investigation, the university will take appropriate action, consistent with the results of the investigation. Disciplinary action may be taken against students, faculty or staff who violate this policy, up to and including dismissal from the university or termination of employment.

Quinnipiac University reserves the right to investigate circumstances that may involve discrimination, harassment or bias-motivated acts or behavior in situations where evidence suggests that discrimination, harassment or bias-motivated acts or behavior may have occurred, regardless of whether or not a formal complaint has been made.

Complaints of Discrimination and Harassment

This policy addresses speech and conduct that may be the subject of a disciplinary investigation.

The university complies with all federal and state laws regarding non-discrimination. The university does not discriminate on the basis of race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of sex or gender, they are encouraged to contact the Title IX

coordinator. Complaints of sex or gender-based discrimination will be addressed pursuant to Quinnipiac's Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of another protected characteristic, they are encouraged to contact

Dennis Kwarteng
Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
dennis.kwarteng@qu.edu
203-582-7327

INCLEMENT WEATHER

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 or move to fully remote instruction. There are also times when the university closes because of adverse weather conditions.

It is ultimately the responsibility of the individual to determine whether it is safe to travel to and from the university. Staff members who are concerned about 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. Faculty members should communicate with students via Blackboard in a timely manner and transition to remote learning when extreme conditions prevent them from meeting a scheduled class in person.

Employees who are deemed essential staff are required to report to work regardless of whether the university is closed.

Information related to cancellation and closing is carried by the following university-affiliated media and resources:

QU Mobile Wireless Emergency Text Message System

qu.edu (<http://www.qu.edu>)

MyQ

Quinnipiac News Emails

Quinnipiac Weather Line - 203-582-8989

Quinnipiac University's social media channels, including Facebook, Twitter and Instagram

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 their treating physician to the executive 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 executive 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 they are 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 themselves or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their classes while continuing to seek treatment. If the student is permitted to return, the director of

counseling 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 their 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

Procedures for students taking military leave will be administered under the guidelines noted in volume 2 of chapter 3 of the Federal Student Aid Handbook (<https://fsapartners.ed.gov/sites/default/files/2021-03/2021FSAHbkVol2Ch3.pdf>). Students who have been 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 coursework 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 five years following military service. 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.

PREGNANT AND PARENTING STUDENTS

Quinnipiac University is committed to creating an accessible and inclusive environment for pregnant and parenting students, where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as defined by the Title IX of the Education Amendments of 1972. Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Students interested in obtaining an accommodation are encouraged to reach out to the Title IX coordinator to learn about their rights as pregnant or parenting students.

The university Title IX coordinator is:

Dennis Kwarteng, Title IX Coordinator

275 Mount Carmel Avenue, CCE-180, Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Reasonable Accommodations

Students have a right to reasonable accommodations for conditions related to pregnancy and parenting. The term “pregnancy” may include prenatal care, and childbirth or recovery from childbirth. The term “parenting” refers to the postpartum period following childbirth and is interpreted to include the first year following pregnancy.

A reasonable accommodation is a modification that allows a pregnant or parenting student to benefit from a program or activity, where such an accommodation does not constitute a substantial change or fundamental alteration to an essential element of a course or program or pose an undue burden on the university. Accommodations may include, but are not limited to, leaves of absence, excused absences, modified class schedules, lactation accommodations, and alternative testing options.

Lactation Accommodations

A student may, at their discretion, express breast milk or breastfeed on campus, as needed. While individuals are not prohibited from breastfeeding in public spaces, the university will make reasonable efforts to provide a room or other location where the employee can express milk in private.

Information about lactation rooms is available at myq.quinnipiac.edu/Welcome/HR/LivingWell/Pages/LactationCenter.aspx (<https://myq.quinnipiac.edu/Welcome/HR/LivingWell/Pages/LactationCenter.aspx>)

How to Request an Accommodation

You may make a request for an accommodation in writing to the Title IX coordinator. A request for an accommodation should include:

- an explanation of why the person making the request requires an accommodation

- a description of the requested accommodation
- the expected duration of the accommodation (e.g., start and end dates)

Students who have a temporary disability caused or contributed to by pregnancy are not required to notify Quinnipiac University of their pregnancies. If students do not want to request a reasonable accommodation due to pregnancy they may request an accommodation pursuant to the Students with Disabilities Policy (p. 100).

Coordinating an Accommodation Under the Pregnant and Parenting Students Policy

Upon receipt of an accommodation request, the Title IX coordinator will schedule a meeting with the student making the request. A professor may also be present for this meeting to provide course-related guidance during the interactive process.

During the meeting, the student will discuss their request and all parties will discuss potential accommodation options.

If the Title IX coordinator determines that the accommodation request is not reasonable or would not be effective, parties will discuss other alternative accommodations. While students have a right to participate in a good faith interactive process, they do not have a right to a specific accommodation or to a preferred accommodation.

Approval Process

The Title IX coordinator will assist students in determining whether an effective and reasonable accommodation exists. The university may request medical documentation from a health care provider to assist in the interactive process of determining an appropriate accommodation.

If an accommodation is approved, the university will send a written notification of approval to the student. This notification will include a summary of the accommodation and the duration of the accommodation.

If a specific accommodation request is denied, the university will provide an explanation for the denial.

Appealing a Denial for an Accommodation

Students who disagree with the accommodation decision may submit an appeal letter to the vice president for academic innovation and effectiveness.

An appeal may be made on the following bases:

- The student was not provided access to an interactive process
- A party involved in determining the reasonable accommodation had a bias or conflict that materially impacted the outcome of the interactive process

The appeal letter must include a summary of the requested accommodation and the grounds for appeal. The vice president for academic innovation and effectiveness or designee shall review the appeal and issue a decision within 10 business days.

If upon review, the vice president for academic innovation and effectiveness or designee determines that the appeal letter does not raise sufficient grounds for appeal, the appeal will be dismissed.

If upon review, the vice president for academic innovation and effectiveness or designee determines that the appeal letter does bring forth sufficient grounds for appeal, the vice president for academic innovation and effectiveness or designee may:

- Affirm the decision of the Title IX coordinator, upholding the denial;
- Approve the requested accommodation;
- Commence a meeting with the student and other necessary parties, for the purpose of reconsidering the accommodation request.

Modification of Accommodation

If a student needs to modify an accommodation, they should notify the Title IX coordinator in writing.

Absences Related to Pregnancy and Parenting

While the university will not assume that a pregnant student cannot attend school or participate in school activities, absences due to pregnancy or childbirth shall be excused for as long as is deemed medically necessary by the student's doctor.

Where possible, a student should make an accommodation request for an excused absence in advance of the missed class. 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.

Class Attendance and Participation in Activities

Pregnant and/or parenting students will not be prevented from attending class on the basis of pregnancy. As such, pregnant or parenting students may continue participating in activities and programs outside of class such as sporting, extracurricular activities, labs and career rotations.

Scholarships

The university will not terminate or reduce athletic, merit or need-based scholarships because of pregnancy or parenting.

PROCEDURE TO APPEAL A FINAL GRADE

Approved by the Faculty Senate in Spring 2019

This procedure is predicated on the assumption that instructors are always the most appropriate judges of how students perform academically. Therefore, this appeal process applies only in cases in which a student believes their final course grade was determined in an arbitrary, capricious or prejudicial manner. Only final course grades may be appealed. Failure of—or dissatisfaction with—a course, are not sufficient grounds to appeal a final grade.

Arbitrary, capricious or prejudicial grading is defined as:

1. **Arbitrary:** A final course grade assigned on some basis other than performance in the course.
2. **Capricious:** A final course grade assigned by a substantial, unreasonable or unannounced departure from the instructor's previously articulated grading standards and/or university policy.
3. **Prejudicial:** A final course grade assigned by resorting to standards different from those that were applied to other students in that course.

In such a situation, the student must first try to resolve the matter with the instructor who assigned the grade. Students may not contact clinical preceptors/instructors, fieldwork supervisors, or internship supervisors to discuss or appeal a final grade. If a student in clinical/fieldwork course has questions regarding to whom the grade appeal should be submitted, the student should contact the program director.

To initiate a grade appeal, the student must submit a completed written grade appeal request form (available at the Registrar's Office MyQ page (<https://myq.quinnipiac.edu/Campus%20Offices/Registrar/Pages/default.aspx>)) to the course instructor within the fifth business day after date when final grades are due (see Academic Calendar in the 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 department chairperson should be copied on the initial written request to the instructor, so that they can follow up if necessary. The instructor will provide the student with a written decision within five business days.

If the matter is not resolved to the student's satisfaction, the student may submit their written grade appeal request form to the chair of the department offering the course (or his/her designee) within two business days of receiving the faculty member's decision. The chairperson then has five business days in which to consult with the student and instructor, seek to mediate a mutually agreeable solution, and provide the student with a written decision. If the matter is not resolved to the student's satisfaction, within two business days, the student may submit to the associate dean of the school/college offering the course (or designee) a written request for the formation of an appeal committee. This written request must be accompanied by a copy of the student's grade appeal request form, the instructor's written response and the chair's written decision.

Within five business days of receiving the written request, the associate dean (or 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. The student must secure the participation of the full-time faculty member and provide the associate dean with written confirmation of the faculty's willingness to participate on the grade appeal committee. As this grade appeal procedure does not apply to the School of Law, law faculty may not serve on a grade appeal committee.

In the absence of a student preference, the associate dean will appoint the third faculty member from another department or another program within the college or school. If the associate dean is unable to appoint two faculty members from within the department, they will appoint two or more faculty members from outside the department. The faculty member assigning the grade and the chairperson may not participate in this decision process. The associate dean will provide the appeal committee with copies of the student's written grade appeal request, along with the instructor's and chair's written responses.

Within five business days, the appeal committee will consult with the student and instructor, review the evidence, and forward to the associate dean a written final determination of whether the committee by a majority vote affirms the final grade in the course or requires its recalculation by the course instructor, with chairperson oversight. This determination will be based on whether there is evidence that the final grade was determined in an arbitrary, capricious or prejudicial manner. After the instructor submits to the chairperson 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 student, instructor, and chairperson of the final resolution and if applicable, notify the registrar's office of the recalculated grade.

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. Recalculated grades may not be appealed.

Special Circumstances:

If the chairperson is the instructor 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 instructor who assigned the grade, the student will contact the chairperson after failing to resolve the matter with the instructor. 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 to the dean of the school/college offering the course (or designee) a written request for the formation of an appeal committee, as described above.

If the instructor who assigned the final grade is no longer a Quinnipiac University employee (and therefore unavailable), the above process begins with the chairperson.

If a student does not receive a final course grade by the date grades are due, but on a later date, the student may submit a completed written grade appeal request form to the course instructor, with a copy to the department chairperson, within the fifth business day after the date on which the grade is posted or the hold on the student's record is cleared.

The deadlines and timeframes for courses that do not follow the standard Academic Calendar may vary and be determined on a case-by-case basis.

The grade appeal process for the First-Year Writing (FYW) program follows a different procedure that allows for a re-evaluation of a student's portfolio of writing; please contact the coordinator directly for additional

information. If the FYW appeal does not resolve the issue, the student then has the option to proceed with the above Procedure to Appeal a Final Grade, beginning with the College of Arts and Sciences associate dean.

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.

SPEAKER POLICY

Updated March 2021

Purpose of this Policy

The purpose of this policy is to protect opportunities for the full and free expression and exchange of ideas while ensuring the safety of the campus community.

Speaker Policy

Quinnipiac University seeks to foster a powerful learning environment where faculty are encouraged and supported to teach and research the most innovative ideas, and students are encouraged to engage in intense dialog and debate. This learning environment is enhanced by a diverse community comprising individuals from varied backgrounds, and with a multitude of viewpoints that may be controversial, uncomfortable to hear, or foreign to listeners' experiences. As part of our educational mission, it is the role of the university to bring such speakers into the learning environment so that the community hears, is challenged by, and challenges a broad range of ideas from a diverse set of speakers. Critical to achieving these aims is the expectation that all members of the university community will conduct themselves with truthfulness, openness to new ideas, and consideration for the individual rights of others, including the right to hold, hear, consider or condemn opinions different from one's own views, or life experiences.

An invitation to speak at Quinnipiac does not include any license for unlawful activity, or for any activity that endangers or threatens to endanger the safety of members of the community or the campus physical facilities, or for any activity that disrupts or obstructs the functions of the university or threatens such disruption or obstruction. In the event that an invited speaker's presence raises concerns that their appearance might endanger personal safety or result in damage to facilities, a committee with representation from Academic Affairs, Student Affairs, the Faculty Senate, Public Safety and Facilities will be convened to make an assessment and advise the Cabinet. The Cabinet has final authority on invited speakers.

Nothing in this policy restricts the existing rights of Quinnipiac faculty, staff and students to fully express their ideas and opinions in accordance with university policy. However, each is expected to adhere to high standards of civility and respect in so doing.

Scope of this Policy

This policy pertains specifically to **non-university** speakers invited by Quinnipiac faculty, staff or student groups to non-class events on campus.

Student groups must consult with the dean of students, or designee, concerning the qualifications and appropriateness of the proposed speaker.

Use of the university's facilities in no way implies endorsement by the university of the views and opinions of speakers or event organizers.

Political activities on campus must be "permitted activities" as defined by the American Council on Education's guidelines regarding "Political Campaign-Related Activities of and at Colleges and Universities (<https://www.acenet.edu/news-room/Pages/Political-Campaign-Related-Activities-of-and-at-Colleges-and-Universities.aspx>)."

To ensure that they are "permitted activities," political activities must be referred in advance to the appropriate office. The appropriate office will respond within one week.

- Faculty: Office of the Provost
- Staff: Office of Public Affairs
- Students: Office of the Dean of Students

Other applicable policies include the university's Event Management Rules and Regulations (<https://myq.quinnipiac.edu/Campus%20Offices/Public%20Affairs/Special%20Events%20Office/Pages/EventManagermentRulesandRegulations.aspx>).

Payment of Honoraria, Transportation and Lodging for Speakers

Speakers from outside our university serve as important resources for our community as they share expertise and points of view across various disciplines and social issues. In most cases, the expectation is that the university will cover an external speaker's travel and lodging costs without additional remuneration. In less frequent cases, there may be speakers who are of high interest and value to the student, faculty and staff community who will not present without an honorarium. In this case, an honorarium of up to a maximum of \$5,000 may be considered, noting that this will be done infrequently, and that the general policy will be that most speakers will present without an honorarium, regardless of source of funds. Exceptions to pay more than \$5,000 for a speaker will be rare, submitted for consideration on a case-by-case basis to the management committee. Speaking honoraria are separate from consulting or training fees that may be offered by outsiders.

STUDENT EXPOSURE CONTROL PLAN

Updated April 2021

Approved policy for Quinnipiac University students who incur an accidental exposure to human blood (or other potentially infectious materials), or who may be exposed to airborne pathogens (e.g., the tuberculosis bacterium, SARS-CoV-2) while participating in a course/university-related activity (e.g., a laboratory, clinical training, athletics, etc.).

Please reference the Student Incident Policy (accident and injury) (p. 137)

Please reference the Student Incident Report Form (to be completed by student) (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>)

Background Information

The university recognizes that some students, in their coursework, clinical practicums or other university-related activities, may accidentally be exposed to another person's blood/body fluids (including airborne droplets) through various activities such as an athletic injury, a needle puncture wound, a surgical accident, or caring for a patient who has tuberculosis. Exposure to human blood and certain body fluids (semen, vaginal secretions, cerebrospinal fluid, any body fluid containing visible blood and unfixed tissues) may put these students at risk of contracting a bloodborne pathogen. The major bloodborne pathogens are: hepatitis B virus (HBV), hepatitis C virus (HCV) and the human immunodeficiency virus (HIV). Exposure to airborne droplets from a patient with tuberculosis (coughing, sneezing) puts the students at risk of contracting tuberculosis. Students who have exposure to the droplets of patients with COVID-19, pertussis and meningococcal meningitis are also at risk for disease transmission. Students who are at greatest risk of these types of exposures (primarily, but not exclusively, health science students) must be educated about how to minimize or eliminate the likelihood of exposure to these potentially infectious fluids **before** they participate in these activities. Additionally, they must be informed as to how to proceed if they incur an exposure, either on or off campus, while participating in a course/university-related activity.

Currently, students who have a risk of exposure either on or off campus at clinical training sites are trained according to the Occupational Safety and Health Administrations (OSHA) Bloodborne Pathogen Standard (https://www.medicalcompliancecertification.com/covid19/?gclid=EAlaQobChMIurm5lpf16QIVDTiGCh2KWgM8EAAYASAAEgJEOfD_BWE), which was developed in an attempt to minimize or eliminate employee risk of exposure to human blood/body fluids during the course of their work. This training includes discussion of the Centers for Disease Control (<https://www.cdc.gov/niosh/topics/bbp/universal.html>) CDC (<https://www.cdc.gov/niosh/topics/bbp/universal.html>)) Universal Precautions (<https://www.cdc.gov/niosh/topics/bbp/universal.html>) document regarding infection control and information on the hepatitis B vaccine. This training is done either on campus by a faculty member, or at the student's clinical facility as part of an orientation presentation.

Bloodborne Pathogens

This section outlines a protocol to be followed by students regardless of location, if they incur an accidental exposure to human blood/body fluids while engaged in coursework or some other university-related activity.

Exposure in this case means that another person's blood/body fluid has come into direct contact with some part of the student's body. This other person is referred to as the source individual. All bloodborne pathogen exposure incidents should be evaluated **immediately** since risk of post-exposure infection is dependent upon many factors and that treatment, if indicated, must be started as soon as possible in order to be maximally effective.

Bloodborne pathogens include, but are not limited to Hepatitis B; Hepatitis C; Non A, Non B Hepatitis; Human Immunodeficiency Virus; Syphilis; and Malaria. These pathogens may be transmitted in blood or other potentially infectious materials, including cerebrospinal fluid, synovial fluid, pleural fluid, amniotic fluid, pericardial fluid, peritoneal fluid, semen, vaginal secretions, any body fluid contaminated with blood (saliva in dental procedures), and, in emergency situations, body fluids that cannot be recognized. Unfixed tissue or body organs other than intact skin and blood, organs and tissue from experimental animals infected with HIV or HBV are also considered potentially infectious materials.

Facts about HIV Exposure

- The average risk for HIV infection from all types of reported percutaneous exposures to HIV-infected blood is 0.3%. Risk is increased for exposures involving:
 - A deep injury to the health care worker
 - Visible blood on the device causing injury
 - A device previously placed in the source patient's vein or artery (e.g., needle used for phlebotomy)
 - Proven or presumed high viral load as demonstrated through testing of the source patient or in case of source patient death from AIDS complications within 60 days post exposure
- Identification of these risk factors in the case-controlled study suggests that the risk for HIV infection exceeds 0.3% for percutaneous exposures involving a large blood volume and/or higher HIV titer in blood. The risks after mucous membrane exposure on average is approximately 0.1% and on skin exposure less than 0.1% probably also dependent on the volume of blood and titer of HIV.
- Although information about the potency and toxicity of antiretroviral drugs is available from studies of HIV-infected patients, it is uncertain to what extent this information can be applied to uninfected persons receiving post-exposure prophylaxis (PEP).

Facts about Hepatitis B Exposure

For a needlestick exposure involving hepatitis B, the risk is considerably higher (i.e., 1 in 3 or ~33%) than for HIV. The risk is likely much lower in superficial or trivial needlestick injuries, and in skin/mucous membrane exposures, depending on specific circumstances. It is negligible in individuals who have completed a course of hepatitis B vaccine with confirmatory titers.

Facts about Hepatitis C Exposure

The average incidence of anti-HCV seroconversion after accidental needlestick injury from an HCV-positive source is about 2%.

Protocol to follow if exposed to human blood or other potentially infectious body fluids

AN EXPOSURE INCIDENT REQUIRES IMMEDIATE ACTION!

1. **Exposure Incidents** – The following events are considered an exposure:
 - percutaneous injury involving a potentially contaminated needle or other sharp instrument

- splash of blood or other potentially infectious materials to the eyes, mouth or mucous membranes
 - blood or other potentially infectious materials contacting broken skin
 - human bites that cause a break in the skin
2. **Steps to take in the event of an exposure or needlestick:**
- **Do not panic!** It is not helpful. Clear thinking and immediate action are the best course of action.
 - Wash the exposure area immediately for at least two minutes if possible. If it's a skin wound, wash well with water and disinfectant soap. Irrigate eyes with saline if available, otherwise use water. If it's a mouth exposure, wash mouth out well with water.
 - Students should immediately report the incident to whomever is precepting or supervising them (including but not limited to their Quinnipiac University clinical coordinator).
 - Before starting rotations, students should ask their preceptor for a copy of their site's exposure control plan if they are at a distant location such as out of state.
3. **Attempt to obtain the HIV/HBV/HCV status of the source individual.** If the exposure is judged to be "high risk," prophylactic anti-viral therapy may be started immediately in order to be maximally effective.
4. **Post-exposure risk evaluation and potential treatment:** The CDC now recommends that an individual with a significant exposure to blood or other potentially infectious body fluids of another individual should be seen and evaluated *within three hours* (or otherwise as soon as possible) of the exposure. ***An exposure incident is to be treated as a medical emergency.***

Assessing Risk after an Exposure Incident

Assessing post-exposure risk is often very difficult to clearly evaluate. The student should try to provide, to the best of their ability, the following information about circumstances surrounding the exposure incident:

1. The specific procedure involved (phlebotomy, surgery, etc.)
2. Specific equipment involved (needle type/gauge, scalpel, pipet, etc.)
3. Body surface exposed (skin, eyes, nose, mouth, percutaneous wound depth)
4. Type of fluid exposed to (whole blood, serum/plasma, viral culture, semen, etc.)
5. Personal protective equipment employed (gloves, gown, mask, etc.)
6. Confirmed "active" COVID-19 exposure. Refer to Active (p. 134) COVID Exposure (p. 134) below.
7. Document the identity of the source patient.
 - a. Evaluation of the student's risk of infection may include drawing the student's blood for baseline testing for HIV, HBV, HCV, complete blood count, and blood chemistry screening, including liver function tests. Treatment, if indicated, may include initiation of prophylactic anti-viral therapy. The cost of this medication should be borne by the student.
 - b. In general, a **"high risk"** exposure incident is one based on both transfer of a relatively large volume of infected patient blood (e.g., a deep needlestick injury with a large bore needle) and blood containing a high concentration of viral particles (e.g., early acute retroviral illness or end-stage AIDS). **"Increased risk"** means exposure to either one of the above. **"Low risk"** generally means exposure with minimal penetration (e.g., superficial skin injury, solid suture needle injury), low viral

concentration fluids (e.g., saliva, urine), or exposure on fully intact skin.

Where to go if you have been exposed

Exposures at a site WITH on-site capability for initial care:

Students who are exposed at a clinical site with on-site capability for providing appropriate care for bloodborne exposure, such as an emergency department, will follow the clinical site protocol and seek immediate initial evaluation and treatment at the clinical site.

Exposures at a site WITHOUT on-site capability for initial care:

If the clinical site is without on-site capability for providing appropriate care for bloodborne or airborne exposure, then the student should be seen at:

MidState Medical Center MediQuick
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5350
(Open 8 a.m. to 7 p.m. seven days a week.)

- It is advised to call ahead to let MediQuick know the student is coming (203-694-5350). Inform them about the accident so that they can expedite getting the student seen as soon as possible.
- If MediQuick is not open, then the student should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department. The preferred site in the Hamden area is: **MidState Medical Center Emergency Department in Meriden, Connecticut.**
- If the student is out-of-state, they should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department.

Post-exposure follow-up care with Infectious Disease Office

Follow-up care, if needed for the exposure, should be arranged with:

MidState Medical Center Infectious Disease Office
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5444

(Note: The Infectious Disease Office is not the same office as MediQuick but they are in the same office building).

If the student is out-of-state, any needed exposure follow up should be arranged at a hospital-affiliated urgent care center, employee health or hospital emergency department.

The student is responsible for using their own health insurance or the university-purchased accident only policy through Gallagher Insurance Company to pay for any medical visits associated with their occupational exposure.

Payment of Services for an Exposure Incident

Students are responsible for using their own health insurance to pay for any medical visits associated with their occupational exposure. Students are also covered by an "accident only" student insurance program that has been coordinated through the university with the Gallagher Insurance company and information can be obtained via the Gallagher website (<https://www.gallagherstudent.com/students/student-home.php?idField=1113>) under My Student Health. See appendix 2 of the Student Incident Policy (p. 138).

Documentation of an Exposure Incident

All student exposure incidents, on or off campus, must be fully documented by filing a detailed **Student Incident Report Form** (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) with the director of Quinnipiac University Student Health Services (FAX: 203-582-8924, TEL: 203-582-8742) and with the student's program director/department chairperson **within FIVE (5) days of the incident**. In addition to the electronic version of the form linked to above, copies may also be obtained from Student Health Services and from the Office of the Dean of Health Sciences in North Haven. Students who need assistance with completing the form should ask a faculty member in their program/department or a nurse from Student Health Services.

The student will also likely be required to fill out an incident report form at the clinical affiliate site for their records. It is very important that the forms are filled out thoroughly and completely in order to aid in post-exposure evaluation and follow-up, and to protect the student's legal rights in the future if necessary. The student should obtain copies of any and all post-incident evaluation/testing/treatment documents as follow-up will most likely occur at:

MidState Medical Center Infectious Disease
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5444

All information related to an exposure incident will be kept confidential in the student's medical records file at Student Health Services at the university.

Types of Exposure

COVID Exposure

The following are guidelines for coronavirus, which includes SARS-CoV-2 and all new emerging diseases.

It is the expectation that all students follow the minimum guidelines defined by the CDC

Quinnipiac will follow the most current COVID-19 guidelines as described on the CDC website (<https://www.cdc.gov/coronavirus/2019-ncov/>) and as those guidelines are modified they will supersede what is included below.

The following policy and procedure are designed for prompt identification and isolation for students identified as having unprotected exposure to COVID-19 in the clinical/practicum setting. This is considered a critical step in protecting patients, co-workers, visitors and others in the health care setting and community.

Unprotected Exposure

Unprotected exposure per CDC Guidelines for Health Care Professionals (HCP) (subject to change) is defined as:

- HCP who had prolonged close contact with a patient, visitor or HCP with confirmed COVID-19. Exposures can also occur from a suspected case of COVID-19 or from a person under investigation (PUI) when testing has not yet occurred or if results are pending. Until more is known about transmission risks, it is reasonable to consider an exposure of 15 minutes or more as prolonged.
- HCP not wearing a respirator or face mask
- HCP not wearing eye protection if the person with COVID-19 was not wearing a cloth face covering or face mask

- HCP not wearing all recommended personal protective equipment (PPE) (i.e., gown, gloves, eye protection, respirator) while performing an aerosol-generating procedure

Active Exposure

Active exposure refers to exposure to a patient, visitor or HCP with confirmed **ACTIVE** COVID-19. This policy is designed so that exposure to patients who persistently test positive but are deemed to be non-active/non-infectious does not automatically require quarantine. In this scenario, clinical judgement is required (e.g., does the index individual have risk factors such as immunocompromise that make ongoing infection or shedding more likely). The Quinnipiac University program administrator, clinical affiliate preceptor and student will meet for final judgement and approval. This distinction protects the patient and students while posing less disruption to the over-all academic practicum.

The aforementioned statement follows the CDC guidelines for Interim U.S. Guidance for Risk Assessment and Work Restrictions for Healthcare Personnel with Potential Exposure to SARS-CoV-2 (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assessment-hcp.html>).

Step 1: The student is to immediately self-quarantine for a minimum of 14 days in order to begin the self-monitoring phase. The student is to follow proper CDC guidelines for travel.

Step 2: Student is to immediately inform program director and/or preceptor/supervisor

Step 3: Complete the **Student Incident Report Form**.

Completing the form generates a report to Student Health Services and the school designee.

Step 4: Monitor closely for fever or other symptoms consistent with CDC Guidelines: Symptoms of Coronavirus (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

If no symptoms develop, skip to Step 7.

Step 5: Students who exhibit symptoms:

- Seek medical attention and/or evaluation from Student Health Services (call 203-582-8742 first) or primary care physician or other health care facility.
- Follow the current CDC Guidelines: What to do if you are sick? (<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>)

Step 6: Active Monitoring Phase.

Student is to isolate with regular communication at least once a day with Student Health Services or someone designated by the university and/or with primary care physician, if applicable.

Follow the current CDC Guidelines: Duration of Isolation and Precautions for Adults with COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>)

Step 7: Students can return to clinical/practicum duties if they have met the CDC guidelines. The university will follow current CDC guidelines for the following: Returning to work. (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/returning-to-work.html>)

Students meeting the CDC guidelines will be cleared to return to clinical/practicum site duties by Student Health Services or their primary care

physician. Documentation from a primary care physician must be provided to Student Health Service and the school designee.

- studenthealthservices@qu.edu
(Studenthealthservices@quinnipiac.edu)
- Fax: 203-582-8924

The student must notify the school designee.

Tuberculosis (TB) Exposure

The tuberculosis bacterium is spread from person-to-person through inhalation of small droplets produced during the coughing and sneezing of an infected individual. Close contact with a person with untreated or undiagnosed pulmonary TB places healthy people at risk of acquiring the infection. Tuberculosis is treated with antibiotics.

If a student is exposed to TB during course-related activities, they should inform their instructor/clinical coordinator/supervisor as soon as possible. The student should fill out a **Student Incident Report Form**. The form will be electronically forwarded to the appropriate faculty and staff.

The student should follow up with QU Student Health Services for evaluation. Students are advised to call the QU Student Health Services first. In the event that Student Health Services is not available, such as when school is not in-session, the student is directed to contact:

MidState Medical Center Infectious Disease Office
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5444

If the student is engaged in coursework out of state, the student should check with their preceptor/faculty, and follow the protocols that are established at the facility. In the case where students are not under set protocols or policy, or there is any concern, the student should be evaluated at a nearby hospital-affiliated occupational medicine, urgent care center or primary care center. For students who are out of state, it is important to release, obtain and bring records and results of care and testing with them for follow up at QU Student Health Services upon their return to campus.

Post-exposure evaluation/treatment of an exposure incident may include the following:

1. Evaluation of student's risk given the exposure situation
2. Tuberculin test at time of exposure and 12 weeks post-exposure
 - a. Either the Tuberculin Skin Testing (TST; aka PPD) or the IGRA test are acceptable, but the same type of test must be used for both the baseline and the 12-week follow up.
 - b. For students who have had a reaction to the TST/PPD or had the bacille Calmette-Guerin (BCG) vaccine, the Interferon Gamma Release Assay (IGRA) test is a safe method to determine baseline and 12-week follow up.
3. After the initial and 12-week post exposure evaluation, the decision for specific treatment and follow-up will be made on a case-by-case basis by a qualified health care provider with the students' consent. Further testing and treatment may include:
 - a. A chest X-ray (as indicated)
 - b. Prophylactic therapy (as indicated)

Pertussis

Pertussis is a bacterium that is spread from person to person through the inhalation of contaminated droplets from an infected person. Pertussis is a vaccine preventable disease for children who are current on their

vaccinations. However, pertussis immunity is not carried through to adulthood, and a booster is required for immunity. The CDC currently recommends any adult who has not had a tetanus diphtheria and pertussis (Tdap) vaccination as an adult to receive at least one dose.^{i, ii} Note most adults who have had a tetanus diphtheria booster have NOT received the one with pertussis.

If a student has been exposed to a laboratory-confirmed, documented case of pertussis during course-related activities, they should inform the instructor/clinical coordinator/supervisor as soon as possible. The student will then be directed to have a medical evaluation. The student should fill out a Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) (available online), which will be electronically routed to QU Student Health Services and the department chairperson/program director.

Within the next 2 business days, the student should follow up with QU Student Health Services for evaluation and prophylaxis if needed. Students are advised to call the QU Student Health Services first. In the event that Student Health Services is not available, such as when school is not in session, the student is directed to contact the Infectious Disease Office at MidState Medical Center (203-694-5444) 61 Pomeroy Ave., Meriden, Connecticut.

If on rotation out of state, the student should check with their preceptor, and follow their protocols. In the case where students are not under the policy, or there is any concern, the student should be evaluated at a nearby hospital-affiliated occupational medicine, urgent care center or primary care center.

Restrictions from clinical duties may occur; the CDC guidelines^{i, ii} recommend exclusion from duty for 5 days after initiating prophylaxis/treatment on any symptomatic health care worker after exposure. No restrictions for asymptomatic persons. Treatment may include prophylaxis with, erythromycin, azithromycin, or bactrim (Trimethoprim (TMP)/Sulfamethoxazole (SMX)) for 14 days. This will be addressed at the time of the evaluation; humans are not contagious immediately after an exposure.

Meningococcal Meningitis

Students in rotations may come in contact with patients infected with *neisseria meningitidis*, a common causative agent of one of the deadliest forms of meningitis. Although transmission from a patient to a health care worker is rare, unprotected contact with respiratory secretions can lead to infection. Because of the significant morbidity and mortality associated with the disease, students and health care workers with a known exposure are treated with prophylaxis. If a student has been exposed to a laboratory-confirmed, documented case of meningococcal meningitis during course-related activities, they should inform the instructor/clinical coordinator/supervisor as soon as possible.

The student should be directed to have a medical evaluation. The student should start by contacting QU Student Health Services, at 203-582-8742, to arrange for prompt evaluation. In the event that Student Health Services is not going to be available for more than 48 hours, the student is directed to be evaluated at:

MidState Medical Center MediQuick Urgent Care
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5350

or

MidState Medical Center Infectious Disease Office
 61 Pomeroy Ave.
 Meriden, Connecticut
 203-694-5444

If out of state or at a distant location, the student should check with their preceptor and go to the local emergency room/urgent care center for initial evaluation and determination if prophylactic antibiotics are required.

The student should then follow up with QU Student Health Services. The student should fill out a **Student Incident Report Form**, which will be electronically routed to QU Student Health Services and the department chairperson/program director.

Restrictions from clinical duties may occur; the CDC guidelines^{i, ii} recommend exclusion from duty from clinical duties until 24 hours after starting prophylaxis for asymptomatic persons. Treatment may include prophylaxis with, rifampin, ciprofloxacin or ceftriaxone. This will be discussed at the time of evaluation. The student is not contagious immediately after exposure.

Prevention

It is our aim to prevent as many exposure incidents as possible by educating students properly and by reminding them to always remain aware of the risks as they perform their duties.

The following are guidelines for preventing student exposure incidents:

1. **Attend and listen** carefully at all OSHA training sessions.
2. **Obtain the full series** (3 injections over 6 months) of hepatitis B vaccine and check immunity (hepatitis B antibody in blood) one month after the last injection.
3. **Pay careful attention** to instructors and learn/practice good technique for phlebotomy, handling and disposal of needles and sharp instruments, surgical procedures, etc.
4. **Adhere to the principle of Universal Precautions**, which states that anyone's blood/Other Potentially Infectious Materials (OPIMs) may be potentially infectious and therefore everyone's blood and body fluids must be treated accordingly.
5. **Use personal protective equipment** (e.g., gloves, gowns, face mask) as required to protect yourself.
6. **Wash hands frequently** with antimicrobial soap under running water.
7. **Keep hands/fingers** away from face and eyes.
8. **Think about what you are doing. Most exposure incidents are due to carelessness!**

Appendices

- ⁱ Centers for Disease Control and Prevention, Guidelines for infection control in health care personnel, 1998. *AJIC American Journal of Infection Control*, 1998; 26: 289-354.
 - ⁱⁱ Centers for Disease Control and Prevention, Immunization of health care personnel, Recommendations of the Advisory Committee on Immunization Practices (ACIP). *MMWR* 2011; 60 (no. 7).
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STUDENT INCIDENT POLICY (ACCIDENT AND INJURY)

Policy reviewed April 1, 2019, by the University-Wide Safety Committee and the Clinical Education Compliance Committee.

Approved policy for Quinnipiac University students who are involved in an accident or suffer an injury while participating in a course/university related activity both on or off-site (e.g., a laboratory, clinical training, athletics, etc.).

Please reference the Student Incident Report Form (to be completed by student). (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>)

Please reference the Student Control Exposure Control Plan for Bloodborne and Airborne Pathogens. (p. 132)

Please reference Appendix 4 (p. 138) for instructions on how to file a claim.

Background Information

The university recognizes that some students, in their coursework, clinical practicums, or other university-related activities, may suffer an unforeseen accident. All students must be educated about how to minimize or eliminate the likelihood of an accident **before** they participate in these activities. Additionally, they must be informed as to how to proceed if they are involved in an accident, either on or off campus, while participating in a course/university-related activity.

If a student is involved in any unusual occurrence such as a fall or other mechanical injury, an allergic reaction, an accident in the lab, an exposure to airborne or bloodborne pathogens, an emergency transport, or a clinical event (e.g., medication error, etc.), either on campus, off campus at a university-related activity or at a clinical site, a Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) needs to be completed.

It is to be completed and digitally approved by the student (when appropriate) and will be electronically routed to a supervising faculty/staff member and QU Student Health Services. In addition, if the student is on a clinical rotation, the clinical coordinator (as well as program director and affiliate site preceptor) should be notified about the incident within 24 hours. If a student suspects that they will need outside medical treatment as a result of this occurrence, they are encouraged to complete a Student Incident (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) Report (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) as soon as possible.

QU students are expected to continue in their academic and clinical endeavors after an incident or exposure. If a health care provider deems the student unfit for work or if a student is required to be on limited light duty/responsibilities, then the student must make every effort to obtain a written note by the health care provider to be documented with Student Health Services and the program director/administrator. Once medically cleared by a health care provider, the student is expected to return to academic and clinical duties immediately. In regard to a bloodborne pathogen exposure, a quarantine may be needed for the safety of the student and/or public. Also, in the event of contracting a bloodborne pathogen infection, they are to refer to their specific department for

bloodborne pathogen infections protocols if applicable (refer to student program handbook).

An Injury Requires Immediate Action!

Instructions: Students shall use the Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) to report all injuries – no matter how minor. This helps faculty and staff to identify and correct hazards before they cause serious injuries. This form shall be completed by students as soon as possible and electronically forwarded to the staff member, instructor, clinical coordinator, program director or preceptor for further action.

Assessing Risk After an Injury

Assessing risk is often very difficult to clearly evaluate. The student should try to provide, to the best of their ability, the following information about circumstances surrounding the exposure incident:

- Location of incident
- Names of witnesses (if any)
- Why did the unsafe condition(s) exist?
- Why did the unsafe acts occur?
- Were the unsafe acts or conditions reported prior to the incident?
- Have there been similar incidents or near misses prior to this one?
- What changes could prevent this incident/near miss from happening again?

Where to Go if an Injury Has Occurred

An incident at a location WITH on-site capability for initial care

Students who experience an injury at a location with on-site capability for providing appropriate care, such as an emergency department, will follow the site's protocol and seek immediate initial evaluation and treatment at the site.

An incident at a location WITHOUT on-site capability for initial care

If the site is without on-site capability for providing appropriate care for the injury, then the student should be seen at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
(Open 8 a.m. to 7 p.m. seven days/week)

- It is advised to call ahead to let MediQuick know the student is coming (203-694-5350). Inform them about the accident so that they can expedite getting the student seen as soon as possible.
- If MediQuick is not open, then the student should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department. The preferred site in the Hamden area is: **MidState Medical Center Emergency Department, Meriden, Connecticut.**
- If the student is out-of-state, they should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department.
- If the student is out-of-state, any needed follow up care should be arranged at a hospital-affiliated urgent care center, employee health or hospital emergency department.

The student is responsible for using their own health insurance or the university purchased accident only policy through Gallagher Special Risk

to pay for any medical visits associated with their occupational incident. Students can instruct MidState to directly bill Gallagher once their health insurance has adjudicated a claim.

Payment of Services for Incident

The student is responsible for using their own health insurance to pay for any medical visits associated with their injury. Students also are covered by an "accident only" student insurance program that has been coordinated through the university with the Gallagher Special Risk. See Appendix 2 (p. 138).

Documentation of an Incident

All student incidents, whether on or off campus, must be fully documented by filing a detailed Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>). If assistance is needed in filling it out, a staff member, a faculty member in the program/department or a nurse from Student Health Services can assist.

The report will be electronically routed to the director of the Quinnipiac University Student Health Services (FAX: 203-582-8924, TEL: 203-582-8742) and the faculty/staff selected on the form. The student is **responsible** for notifying their staff member, program director/department chairperson **within FIVE (5) days of the incident**. The student should then follow up with QU Student Health Services.

If on a clinical, the student will also likely be required to fill out a site-specific incident report form at the clinical affiliation site for their records. It is very important that the forms are filled out thoroughly and completely in order to aid in post-exposure evaluation and follow-up, and to protect the student's legal rights in the future, if necessary. The student should obtain copies of any and all post-incident evaluation/testing/treatment documents as follow-up will most likely occur at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
(Open 8 a.m. to 7 p.m. seven days/week)

All information related to an incident will be kept confidential in the student's medical records file at Student Health Services at the university.

Prevention

It is our aim to prevent as many unusual incidents as possible by educating students properly and by reminding them to always remain aware of the risks as they perform their duties.

The following are guidelines for preventing student exposure incidents:

1. **Attend and listen** carefully at all Occupational Safety and Health Administration (OSHA) training sessions.
2. **Pay careful attention** to instructors and learn/practice good technique while being aware of surroundings.
3. **Adhere to the principle of Universal Precautions**, which states that anyone's blood/Other Potentially Infectious Materials (OPIMs) may be potentially infectious and therefore everyone's blood and body fluids must be treated accordingly.
4. **Use personal protective equipment** (e.g., gloves, gowns, face mask) as required to protect yourself.
5. **Think about what you are doing. Most incidents are due to carelessness!**

Appendix 1: MidState Medical Center Protocol for the Management of Post-Exposure Chemoprophylaxis following Potential Occupational Exposure to Bloodborne Pathogens

General Information

- The student will follow guidelines as listed within the Quinnipiac University Student Exposure Control Plan for Bloodborne and Airborne Pathogens. (p. 132)
- The student is responsible for using their own health insurance and for paying for the visits associated with post exposure follow-up. Claims not covered by the student's health insurance will be covered by Excess Student Accident Insurance.
- Students who are exposed at a clinical site **with** on-site capability for providing appropriate care for bloodborne exposure will follow the clinical site protocol and seek initial evaluation and treatment at the clinical site.
- Students who are exposed at a clinical site **without** on-site capability for providing appropriate care for bloodborne exposure will receive initial evaluation and treatment at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
Hours of operation are 8 a.m. to 7 p.m.

Bloodborne Exposure Protocol

Students who are exposed at a clinical site without on-site capability for providing appropriate care for bloodborne or airborne exposure will follow steps 1–3 below. All students exposed will follow step 4 below.

1. Notification from Quinnipiac University Student

- Notification from Quinnipiac University Student to MediQuick (MQ) charge nurse of student exposure.
- Student arrives at MQ with copy of:
 - Completed MidState Medical Center Pre-Registration Form (<http://forms.quinnipiac.edu/IncidentReportForm/MidStateForm.pdf>).
 - Completed Quinnipiac University Release of Information Form. ([https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Document%20Library/Release%20of%20Information%20\(Updated%205.22.19\).pdf](https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Document%20Library/Release%20of%20Information%20(Updated%205.22.19).pdf)).
 - Copy of Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) (an electronic copy will be emailed to the student upon submission of online form).
 - Copy of hepatitis B vaccine status.
- Student reports to MQ Registrar and is fast tracked into treatment room where registration process will be completed.
- CBC, Renal & Hepatic chemical functions, baseline HIV and Hepatitis C antibody will be drawn.

2. Assessment

- The MQ physician and/or Licensed Independent Practitioner (LIP) will assess the extent of exposure and determine risk.

- The MQ physician and/or LIP will offer appropriate post-exposure prophylaxis (PEP) along with information on the prescribed medications and risks.

3. Intervention

- Permission for PEP regimen will be obtained.
- Perform other testing as indicated (including pregnancy test if indicated).

4. Follow-up (all exposed students)

- An appointment should be made by the student with the **Mid State Infectious Disease Group for 2 weeks post exposure follow-up**. This appointment can be made by contacting the **Infectious Disease Office at 203-694-5444** on the next business day following the immediate post exposure follow-up.
- If the immediate post-exposure follow-up was **not** done at MidState Medical Center, the student should request a copy of the lab work be copied to MidState Medical Center Department of Infectious Disease (FAX: 203-694-5373).
- The infectious disease physician will evaluate/counsel the student in two weeks for follow-up blood work and additional medication as needed. To make an appointment the student should call 203-694-5444. The office is located at 61 Pomeroy Ave., Meriden, Connecticut (note that the infectious disease office is **not** the same office as MediQuick but they are in the same office building).
- The infectious disease physician is available for consultation regarding the effects of PEP medication and medication changes, if appropriate.
- If the student is out-of-state, any needed exposure follow up should be arranged at a hospital-affiliated urgent care center or hospital emergency department.

Appendix 2: Gallagher Accidental Insurance Program for Students at Quinnipiac University FAQ – Excess Student Accident Insurance

Q. What is “**excess** student accident insurance” and why does Quinnipiac have a policy?

A. The concept of this is to prevent Quinnipiac students from incurring expenses due to accidents that occur while in school. An “excess” policy covers expenses that the student would otherwise be responsible for in the absence of this policy (i.e., co-pays, deductibles, and other amounts denied by primary insurance and shown as the patient responsibility on the primary **Explanation of Benefits** [EOB]).

Q. How do students become eligible? How does it work?

A. Every Quinnipiac student is automatically covered by the plan. When an accidental injury occurs a claim form (<http://www.gallagherstudent.com/quinnipiac/>) must be completed and sent to the claims company, BMI Benefits LLC.

Q. Do students need to have a claim form on file for every injury?

A. **Yes**. A new claim form must be filled out for each new injury.

Q. Do students still need to have primary insurance, since Quinnipiac has this policy?

A. **YES**, all students do. All full-time students must have a primary insurance policy. Quinnipiac's excess student accident policy **ONLY** covers accidental injury related injury charges not paid by primary insurance and shown as the student's responsibility on

the primary insurance EOB. It does not cover any bills associated with general illness or non-accidental injuries.

Q. What expenses does the Excess Student Accident Insurance policy cover?

A. The policy is designed to cover **most** expenses beyond primary insurance coverage for **accidental injuries**, up to of 100% Usual & Customary. This includes amounts shown as the patient responsibility on the primary insurance EOB: co-pays, co-insurance, high deductibles etc.

Q. What is the benefit period to incur bills/claims?

A. The benefit period is two years/104 weeks from the date of injury. This is on a per injury basis.

Q. Is there a deductible associated with the Student Accident Policy?

A. There is **no deductible**. This means that any accidental injury medical charges, from \$0.00 to \$5,000, not covered by primary insurance, and shown as the student's responsibility on the primary EOB, will be paid up to 100% Usual & Customary.

Q. What insurance information does the student have to give a provider?

A. When students go to the hospital, doctor's office, PT clinic, etc., they must remember to bring proof of primary insurance coverage and as well as the Excess Student Accident Insurance card for any expense not covered by primary insurance policy which can be obtained on the QU Student Health Services page on MyQ (<https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Pages/default.aspx>) and claim form (<http://forms.quinnipiac.edu/IncidentReportForm/BMIForm.pdf>). The policy number is on the form.

Q. How will claims be processed?

A. Students do **NOT** pay bills. The provider will take primary insurance information, as well as the Excess Student Accident Policy information. Bills will be sent to the primary insurance for processing. If students remember to present the secondary insurance information upfront, providers should automatically send any outstanding balances to BMI Benefits LLC, to process under the excess insurance plan.

Q. What documents are needed for BMI Benefits, LLC. to process a claim?

A. The provider will send BMI Benefits the following documents:

- **Itemized bill** – This is called a **HCFA** or **UB92**, and it contains the following information:
 - Provider's Name
 - Provider's Address
 - Tax ID Number
 - Date(s) of Service
 - Type of Service(s) Rendered
 - The Fee for Each Procedure
- **Primary Explanation of Benefits** – This is a statement from the primary insurance company that outlines what charges will be covered and what the patient might owe. If a primary insurance company denies charges for one reason or another, a **DENIAL** will be sent instead of an EOB.

Q. What can cause a delay in processing and paying a claim?

A. BMI Benefits cannot process a claim that is missing one or more of the following documents: the injury claim form, the itemized bill or the primary EOB/denial. **They cannot accept balance due, balance forward, or past due statements for claims processing.**

Q. What if the student already paid the bills they received from an accidental injury after their primary insurance paid? Can they get reimbursed?

A. Students are not supposed to pay bills but if they have, yes, they can get reimbursed for costs they have already paid. To do this students need to submit a receipt or some other proof of payment along with the EOBs and HCFAs/UBs. Keep in mind it usually takes longer for these to be reimbursed. For this reason, providers should “bill” students for fees that are usually paid at the time of office visit. In other words, try to avoid paying any fees to providers up front, so they can be paid by the Excess Student Accident Policy instead.

Q. If students felt sick and went to the ER, will the Excess Student Accident Insurance plan help cover this?

A. Quinnipiac’s excess student accident insurance plan will **not** cover charges due to general illness. Therefore, services for general “non-accident” medical concerns (cold/flu, appendicitis for example) are not covered.

Q. What if a students hurts themselves playing intramurals or playing another sport in the off season? Will the plan cover them for that?

A. **Yes**, all student accident claims covered.

Q. Can students go to any doctor or provider for treatment, or do they have to use the Quinnipiac provided physicians for the excess student accident insurance policy to cover costs?

A. Quinnipiac’s excess student accident policy will cover services from **any provider**, for charges up to 100% Usual & Customary, as long as the provider bills the student’s primary insurance first (creating an EOB and itemized bill). This includes physicians in any insurance network, and other providers such as chiropractors, etc.

Appendix 3:

MidState Medical Center/ MediQuick Pre-registration form (<http://forms.quinnipiac.edu/IncidentReportForm/MidStateForm.pdf>)

Appendix 4:

BMI Benefits Form and Reimbursement Claims (<http://forms.quinnipiac.edu/IncidentReportForm/BMIForm.pdf>)

STUDENT RECORDS

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 they believe 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 they are 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 their 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 their records.

TITLE IX

Revised August 2020

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 Shanna Kornachuk, senior associate director of compliance and student development.

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. 126)

Notice of the Title IX Coordinator

The university's Title IX coordinator manages the university's compliance with Title IX. The Title IX coordinator is a resource available to anyone seeking 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 they have been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment, they 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.

The University Title IX Coordinator is:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX Coordinator for faculty, staff and vendors:

Joanna Wayton

Talent Acquisition & HR Projects Specialist

554 Mount Carmel Avenue, MC-7, OF-HMN

Hamden, CT 06518

joanna.wayton@qu.edu

203-582-7738

Deputy Title IX Coordinator for athletics:

Shanna Kornachuk

Senior Associate Director of Compliance & Student Development

275 Mount Carmel Avenue, ACC 204

Hamden, CT 06518

shanna.kornachuk@qu.edu

203-582-7332

Amendment of Title IX Policies and Procedures

Where appropriate and with prior notice where applicable, these policies and grievance procedures may be modified or amended by the university Title IX coordinator.

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 for Students

- Counseling Services — 203-582-8680
- Student Health Services — 203-582-8742
- Religious Life — 203-582-8257
- Peter C. Herald House for Jewish Life — 203-582-8206

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 — ohl.rainn.org/online
- The Umbrella Center for Domestic Violence Services— 203-736-2601

Students who wish for the university to conduct a formal investigation into an allegation under Title IX must sign a formal complaint with the Title IX Office. Reports that are made anonymously or by third parties may not formally initiate grievance procedures as such.

The university reserves the opportunity to undertake an investigation where appropriate, even in cases where the university received an anonymous report or 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 the following: a risk of future acts of sexual violence; whether the reported sexual violence was allegedly 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's Department of 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.

Amnesty

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. The university will not pursue disciplinary action against students for disclosure of personal consumption of alcohol or other drugs where the disclosure is made in connection with a good faith report or investigation of sexual misconduct. The university may initiate an assessment or educational discussion or pursue other non-disciplinary options regarding alcohol or other drug use.

Responsible Employees and Reporting

The university deems the Title IX coordinator, 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 **required** to report any incidents of sexual violence, harassment or discrimination 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 respond.

When reporting sexual harassment or discrimination, the Title IX coordinator or deputy coordinator will guide you in providing an initial report.

Privacy and Confidentiality

The university will make every effort to maintain the privacy of those involved in Title IX complaints and related processes. Only people who have a legitimate need to know about the matter will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as required and/or necessary with investigators, witnesses and other relevant parties.

Disclosure of such information also may be made if the university's Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the

university's Title IX coordinator will take into account any requests made by a party for confidentiality or that a Title IX matter not be investigated, the university's 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.

The university does not require, allow, rely upon, or otherwise use questions or evidence that constitute information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Retaliation

The university will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination.

Neither the university nor other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing related to this policy.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination may constitute retaliation. Similarly, a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured this policy or related policies, may constitute retaliation.

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 university will make every effort to complete this process within 90 days of receiving a complaint.

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

- Website: ed.gov/ocr

Informal Complaints

Students, faculty and staff may bring concerns to the university's Title IX coordinator or deputy coordinator on an informal basis. Informal complaints may be made in situations where an individual is not interested in moving forward with a Title IX process, or where an individual is requesting more information about the process.

Where appropriate, the Title IX coordinator or designee will provide information about how to file a formal complaint, a summary of grievance procedures, and information about supportive measures. A student is not required to file a formal complaint in order to access supportive measures.

Complainants who are considering bringing a formal complaint may at any time meet with the university's Title IX coordinator, deputy coordinator, or designee who will discuss the matter and describe the grievance process.

The university Title IX coordinator has the authority to investigate allegations of discrimination prohibited by Title IX even absent the filing of a formal complaint, 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.

Formal Complaints

Upon receipt of a report related to this policy, the Title IX coordinator must promptly contact complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to complainant the process for filing a formal complaint.

A formal complaint must be made in writing by complainant or signed by the Title IX coordinator. The formal complaint must contain both an allegation of sexual harassment against a named respondent and a request that the university investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the university.

A formal complaint may be filed with the Title IX coordinator in person, by mail or by electronic mail.

The university may consolidate formal complaints where the allegations arise out of the same facts.

Dismissal of a Formal Complaint

If the conduct alleged in a formal complaint would not constitute sexual harassment as defined under the federal law and reflected in this policy, the university must dismiss the formal complaint.

The university must also dismiss a formal complaint that did not occur within the scope of the university's programs or activities, including complaints brought by individuals who are not currently participating

in or attempting to participate in university programs or activities and complaints alleging conduct that did not occur against a person in the United States.

Such a dismissal does not preclude the university from responding to the allegation under other applicable university policies.

The university may dismiss the formal complaint or any allegations, if at any time during the investigation or hearing: a complainant notifies the Title IX coordinator in writing that complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled at or employed by the institution, or specific circumstances prevent the university from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the university must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Either party can appeal from the university's dismissal of a formal complaint or any allegations therein using the Appeals procedure in this policy.

Informal Resolution

At any time prior to reaching a determination regarding responsibility, the university may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX coordinator must provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five days to determine whether they consent to participation in the informal resolution.

The Title IX coordinator must obtain the parties' voluntary, written consent to the informal resolution process. Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the university's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

Complaints Regarding Allegations of Gender Inequity in a University Program or Activity, including Athletics

NOTE: Claims of sexual harassment are addressed separately. A separate grievance procedure is set forth for claims of sexual harassment and other related misconduct. See section on sexual

harassment. (<https://catalog.qu.edu/university-policies/titleix-policy/#harassmentanddiscriminationtext>)

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, complainant is encouraged to request any relief sought from the university. Prompt submission of formal grievances is encouraged.

Complaints relating to athletics will be addressed by the deputy Title IX coordinator for athletics:

Shanna Kornachuk

Senior Associate Director of Compliance & Student Development

275 Mount Carmel Avenue, ACC-204

Hamden, CT 06518

shanna.kornachuk@qu.edu

203-582-7332

Complaints relating to other university programs and activities will be addressed by the Title IX coordinator:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

The deputy Title IX coordinator or designee 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 or designee 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 or designee will prepare a written report setting forth findings, conclusions and recommended actions to be taken, if applicable. The university Title IX coordinator will receive a copy of the report. Complainant also will receive a copy of report, redacted at the discretion of the Title IX coordinator to protect the privacy of involved parties.

In the event the deputy coordinator or designee determines that there has been a violation, a report will be presented to the provost of Quinnipiac University (hereinafter “provost”) or a designee. Upon notification of a violation, the provost, or a designee, will take appropriate action to ensure that the violation is remedied, prevent its recurrence and correct any discriminatory effects on 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 or designee finds there was no violation of Title IX, the complainant may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. The complainant must submit an appeal letter from their university email. The appeal letter should specify the grounds upon which the appeal is based and should include any supporting materials. The complainant must submit the appeal letter within five business days of receiving the initial decision. The Title IX coordinator has the discretion to extend these deadlines.

The accepted grounds for an appeal are:

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- Procedural irregularity that affected the outcome of the matter;
- The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.; or
- The sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

Upon receipt of a request for appeal, the Title IX coordinator will designate 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 officer will deny the appeal and the matter will be closed.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- Affirm the deputy coordinator’s decision. In this case, the initial decision is final; or
- Modify the deputy coordinator’s decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the appeal officer’s report and recommendations, the provost, or designee, will take appropriate action to ensure that any violation is remedied.

Definitions and Scope of Sexual Misconduct

Quinnipiac prohibits any form of sexual harassment and sexual misconduct, as defined by this policy.

Sexual Harassment: conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent. Sexual assault includes forcible rape, forcible sodomy, sexual assault with an object, forcible fondling, incest and statutory rape.

Forcible Rape—The carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.

Forcible Sodomy—Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault With an Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Forcible Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person

who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Statement on Consent

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 a person lacks the capacity to understand or appreciate the fact, nature or extent of a sexual encounter.

- Sexual activity with a person who is demonstrably 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.

Jurisdiction

Quinnipiac University is legally required to investigate formal complaints of sex discrimination, including sexual harassment, occurring in the university's educational programs or activities, against a person in the

United States. Educational programs or activities include locations, events or circumstances over which the university exercised substantial control over both respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a post-secondary institution.

These policies and procedures shall be read to apply to any student, faculty, staff member or third party who is presently participating or attempting to participate in a university program or activity. While complaints received will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac or against individuals who are no longer employed by the university will not be subject to Title IX grievance procedures.

Quinnipiac reserves the right to address, through the Student Code of Conduct or through university policies and procedures, incidents that occur off campus that may endanger the health, safety and welfare of self or others and/ or adversely affect the university and/or the pursuit of its objectives.

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 addressed by the Title IX coordinator:

Dennis Kwarteng, Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

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:

Joanna Wayton, Talent Acquisition & HR Projects Specialist

554 Mount Carmel Avenue, MC-7, OF-HMN

Hamden, CT 06518

joanna.wayton@qu.edu

203-582-7738

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, Faculty, Staff or third parties involved in Quinnipiac programs or activities should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.

Grievance Procedures

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.

Rights of Parties in a Title IX Process

- The right to a prompt, thorough, and equitable Title IX process.
- The right to be treated with respect by university staff throughout the process and the right to a Title IX coordinator, investigator, decision-maker and facilitator of an informal resolution process that does not have a conflict of interest or bias.
- The right to receive sufficiently detailed written notice of the allegations, upon the university's receipt of a formal complaint.
- The right to confidentiality in any Title IX process, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.
- The right to discuss the allegations under investigation or to gather and present relevant evidence.
- The right to be notified of available counseling, mental and physical health services, and the availability of reasonable supportive measures.
- The right to receive written notice of any investigative interviews, meetings or hearings.

- 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 choice present in a support or advisory role during the investigation and the administrative hearing.
- The right to report any incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so.
- The right to have a live hearing, presided over by a trained and impartial hearing officer.
- The right to review all evidence gathered during the investigation, subject to limitations provided by law, including a draft copy of the report for at least 10 days, and to provide a response prior to the finalization of the report.
- The right to review all evidence that will be provided to the hearing officer, including the final report and the names of all known witnesses who may be called to provide statements during the administrative hearing, for 10 days prior to the hearing.
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing.
- The right to inspect the hearing script, upon request.
- The right to be present and participate in the administrative hearing.
- The right to participate in the administrative hearing remotely, upon request.
- The right to ask relevant questions of the other party and of witnesses during the administrative hearing, through an adviser of choice.
- The right to be informed of the outcome and sanction of any administrative 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 hearing officer, in accordance with the appeal guidelines established in this policy.

Complainants in Title IX processes have 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. Respondents have the right to be presumed "not responsible" throughout the Title IX process.

Standard of Evidence

The standard of evidence to be used to determine respondents' responsibility is the preponderance of the evidence standard. This standard shall be used for formal complaints against both students and employees, including faculty, and to all formal complaints of sexual harassment.

Formal Investigation

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. The university has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility; the responsibility is not on the complainant or respondent. During the formal investigation, the Title IX coordinator or designated investigator will:

- identify at least one investigator to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary;
- provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 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 Respondent;
- provide parties with sufficiently detailed written notice of alleged conduct, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- provide parties whose participation is invited or expected with written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- complete the investigation in a reasonably timely manner, without unnecessary deviation from the intended timeline;
- document and communicate to parties the source of any reasonable delays, including absence of a party, a party's adviser, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
- compile a comprehensive summary of evidence, including both inculpatory and exculpatory evidence;
- provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the university does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;
- maintain communication with complainant and respondent on the status of the investigation and overall process.

Upon completing a draft investigative report, the investigator shall provide a copy to complainant, respondent, and each party's respective advisers. Copies of the report must be delivered simultaneously. Complainant and respondent may review the report for a period of up to 10 days and may provide the investigator with additional documentation, including but not limited to, a written response to the contents of the report.

At the end of the review period or upon receipt of confirmation that parties are prepared to move forward, the investigator must incorporate any provided information into a final report.

Upon completing the final investigative report, the investigator must simultaneously provide copies to the complainant, respondent, and each party's respective advisers.

Following the delivery of the reports, the Title IX coordinator or designee must schedule an administrative hearing for no less than 10 days after the date of delivery. Additional information, including responses to the report's content, may be presented at any time prior to the

commencement of an administrative hearing or at designated times during the hearing.

Supportive Measures

All parties in a Title IX process have a right to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the university's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Emergency Removal of Students and Employees

The university may, in emergency circumstances, limit or prohibit a respondent from accessing campus during the Title IX investigative process. Prior to issuing an interim removal of a respondent, the Title IX coordinator or designee must:

- undertake an individualized safety and risk analysis, which determines whether the presence of respondent poses an immediate threat to the physical health or safety of any individual within the Quinnipiac community;
- provide respondent with notice of alleged conduct; and
- provide respondent with notice of removal and information about how to challenge the removal.

Respondents may challenge a removal in writing within 3 days of the removal. The Title IX coordinator or designee shall evaluate the emergency removal by considering 1) the possible threat to the physical health or safety to individuals within the Quinnipiac community and b) the reliability of the available information about the reported incident.

Administrative Leave of Employees

The university may place a non-student employee respondent on administrative leave during the pendency of a Title IX investigative process.

Title IX Administrative Hearing

Upon dissemination of the final report, The Title IX coordinator or designee will schedule an administrative hearing.

A single trained and impartial hearing officer shall review all evidence and conduct a hearing pursuant to this policy. The hearing officer is responsible for determining whether, under a preponderance of the evidence standard, the respondent is responsible for the alleged conduct. If respondent is found responsible, the hearing officer shall assign appropriate sanctions in accordance with this policy and with other related conduct processes, as described in the student Code of Conduct or in the Employee Handbook. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

Requirements for the Hearing Officer

The hearing officer is an independent decision maker who serves at the request of the Title IX coordinator. The hearing officer is responsible for conducting an administrative hearing, pursuant to an established hearing script. Through the administrative hearing, the hearing officer is required to objectively evaluate all relevant evidence, both inculpatory and exculpatory.

Any individual who serves as a hearing officer shall be trained annually pursuant to the training requirements under applicable state and federal law. The hearing officer is expected to serve impartially, avoiding prejudgment of the facts at issue, and be free of conflicts of interest, and bias. Additionally, the hearing officer must avoid credibility determinations based on a person's status as a complainant, respondent or witness.

Scope of Hearing Officer's Authority

The hearing officer has the authority to adjudicate alleged violations of the Student Code of Conduct or the Employee Handbook 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 the grievance procedures and can assist with meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a hearing, except for the purpose of conducting a cross examination on relevant evidence. Parties who are witnesses to the incident or are otherwise involved in the matter before the hearing officer cannot serve as advisers.

Parties who intend to conduct a cross examination of the opposite party or any witnesses must bring an advisor to the hearing. If a party does not have an adviser, the university will, upon request, provide a trained adviser to conduct any cross examinations.

A party who requires that the university provide an adviser should notify the Title IX coordinator in writing at least 48 hours before the hearing. The university reserves right to establish restriction regarding the extent to which the adviser may participate in the proceedings, so long as the restrictions apply equally to both parties.

Hearing Process

The Title IX coordinator or designated investigator will meet with both complainant and respondent prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designated investigator will:

- prepare a final copy of the investigative report, including any evidence gathered during the course of the investigation, to be disseminated to the hearing officer, complainant, respondent, and each party's adviser 10 days before the hearing;
- be available to both complainant and respondent to answer questions and address concerns with the process;
- schedule the administrative hearing, and select a hearing officer from the pool of eligible members based on availability and lack of conflict;
- contact witnesses and work to ensure their availability for the administrative 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);

At the administrative hearing, the following individuals may be present:

- Hearing Officer
- Adviser for Complainant(s)
- Adviser for Respondent(s)
- Witnesses (only one at any one time)
- Title IX Coordinator and/or Deputy Coordinator (if not an investigator)
- University Counsel

The hearing officer will conduct the hearing in accordance with the hearing script. The script ensures that the parties have an opportunity to give opening statements, that the hearing officer has the opportunity to ask questions of all parties and witnesses, and that both parties have an opportunity to ask relevant questions through cross examination.

Additionally, the hearing script ensures:

- all parties are introduced;
- all allegations are read; and
- respondent is provided an opportunity to plead "responsible," "not responsible," or decline to make a plea, for each allegation.

If any individual should become disruptive during the hearing, including witnesses and advisors, the hearing officer maintains the discretion to remove that individual from the hearing.

Once the hearing officer has heard all evidence, including opening statements and cross examinations, and has had an opportunity to ask questions of parties, witnesses, and the investigator(s), the hearing officer will deliberate privately to determine whether respondent is responsible for the alleged conduct.

After the hearing officer has made a decision, the hearing officer will reconvene with the hearing participants and will announce their conclusion. If respondent is found responsible for the alleged conduct, the hearing officer will commence the sanction phase of the hearing. If respondent is found not responsible for the alleged conduct, the hearing will end.

During the sanction phase of the hearing, the hearing officer will:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose respondent's past violations of the Code of Conduct or of the Employee Handbook, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by university policy.

At the conclusion of the sanction phase, the hearing officer will deliberate privately. After a sanction decision is made, the hearing officer will reconvene with the participants of the hearing to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the Title IX coordinator or designated investigator will meet with both parties separately and will answer any questions about the sanctions or any post-hearing requirements.

The hearing officer has two business days from the close of the hearing to produce a written decision letter to both parties. Once completed, the decision letter is delivered to the Title IX coordinator for simultaneous delivery to both parties.

Students needing accommodations may make requests through the Office of Student Accessibility. Employees needing accommodations may make requests through Human Resources.

Neither parties nor witnesses may use audio or video recording devices during a hearing. The university shall make an audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

Sanctions-only Hearing

Should respondent accept responsibility for alleged violations but disagree with the sanctions proposed by the Title IX coordinator, a sanctions-only hearing will be conducted. For a sanctions-only hearing, the hearing officer shall introduce the parties, read the charges, and ask any questions necessary for determining an appropriate sanction. Once the hearing officer has asked any necessary questions, the hearing officer will advance directly to the sanction portion of the hearing.

Cross Examination

The hearing officer must permit each party's adviser to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's adviser of choice and never by a party personally.

At the request of either party, the university will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent or witness answers a cross-examination or other question, the hearing officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an adviser present at the live hearing, the university will provide an advisor of the university's choice to conduct cross-examination on behalf of that party.

Questions and evidence about complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the hearing officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Sanctions

All sanctions shall be designed to maintain complainant's equal access to education programs or activities.

Sanctioning Guidelines for Students

- Students found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking 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 sexual assault that meets the definition of rape will likely receive a sanction of suspension, dismissal or expulsion.
- Students found responsible for violating this policy in regard to sexual harassment that creates a hostile environment 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 hearing officer 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.

Sanctioning Guidelines for Employees

- Employees found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking will likely receive a sanction ranging from a written warning to termination, depending upon the severity of the incident and any previous violations of the Employee Handbook.
- Employees found responsible for violating this policy in regard to sexual assault that meets the definition of rape will likely be terminated from the university.
- Employees found responsible for violating this policy in regard to sexual harassment that creates a hostile environment will likely receive a sanction ranging from a written reprimand to termination, depending upon the severity of the incident and any previous violations of employment policies.
- The hearing officer may, at the discretion of Human Resources, issue sanctions for violations of the employment policies not related to this policy.

The hearing officer reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the hearing officer nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The hearing officer also reserves the rights to include additional sanctions, educational or otherwise.

Parental Notification of Students

Quinnipiac reserves the right to communicate with a parent or guardian of a student regarding any student conduct action taken by the university, in accordance with FERPA.

Appeals

After receiving notification of the hearing officer's decision, or after receiving notification that the university dismissed a formal complaint or any allegation therein, both complainant and respondent have five business days to notify the Title IX coordinator of their intent to appeal the decision. A formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five days of notification of the hearing officer's decision or notification of dismissal. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the hearing officer 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 party's Quinnipiac University email account. The appeal officer may request follow up information from the investigator(s) or from either party, as necessary to make a fair determination.

Complainants or respondents who fail to attend the administrative hearing forfeit the right to request an appeal.

Both parties may appeal regarding the determination of responsibility, and from the dismissal of a formal complaint or any allegations therein, on the following bases:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.; or
- the sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

The university Title IX coordinator receives the request for an appeal. Upon receipt, the Title IX coordinator designates a trained university staff member to serve as the appeal officer. Both parties shall be given equal opportunity to submit a written statement in support of, or challenging, the outcome. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- affirm the decision of the hearing officer. In this case, the initial decision is final;
- remand the matter for re-investigation or re-hearing, depending on which is necessary to absolve the grievance process of error or irregularity; and/or
- initiate a new Title IX administrative hearing.

Compliance with Sanctions and Accommodations

At the conclusion of the Title IX grievance process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions.

Introduction

Quinnipiac University welcomes and values students of all genders. The purpose of this guide is to provide trans-identifying and transitioning students with information and resources that promote an inclusive campus experience.

Content in the guide focuses on student and campus-related student experiences and resources. Some of the information may also be useful to alumni, staff and faculty.

Trans-identifying and transitioning faculty and staff are welcome to seek supplemental information from the Title IX Office or from the Office of Human Resources.

Discrimination and Harassment

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.

Reporting Harassment or Discrimination Based on Sexual Orientation, Gender Expression, or Gender Identity

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Title IX Coordinator:

Title IX Coordinator, Dennis Kwarteng, 203-582-7327

There are many additional people on campus who are trained and ready to help. You can reach out to the following individuals for assistance, or if you have questions about Quinnipiac's policies:

- Chief Diversity Officer, Don Sawyer, 203-582-8964
- Vice President and Dean of Students, Monique Drucker, 203-582-8753
- Dean for Graduate Student Affairs, Gina Frank, 203-582-3542
- Associate Dean of Students, School of Law, Kathy Kuhar, 203-582-3220

- Associate Dean of Students, Netter School of Medicine, Kim Pham, 203-582-4859

For details on informal and formal complaints, please see the Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 142)

Campus Resources

Gender-Inclusive Bathrooms

Gender-inclusive restrooms are available to people of all genders. These restrooms can benefit many different people, including parents and children, and people with disabilities who may require the accompaniment of an attendant of a different gender. At QU, our gender-inclusive restrooms are single-use lockable rooms with a toilet and sink, designed for use by one individual at a time, regardless of gender. Gender-inclusive restrooms are an inclusive space for students, faculty, staff and community members of all genders.

People at Quinnipiac are encouraged to use the restroom that corresponds to their gender identity.

The following is a list of gender-inclusive, single-stall restrooms on campus:

- MNH-148
- MNH-297
- SLE-309C
- LA-211
- ABLN-106
- AC-124B
- Rocky Top Student Center, York Hill Campus – 4th floor
- FOB, two stalls in basement
- Echlin, 2nd floor (on the Honor's end of the hallway)
- South end of Mount Carmel Dining Hall
- CAS3, downstairs
- CCE, first floor
- Student Affairs Center lobby

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 (SHS) and/or religious life and other designated resources.

Student Health Services

SHS has two clinic locations: one on the Mount Carmel Campus and one on the York Hill Campus. They are staffed by registered nurses, physician assistants, nurse practitioners, and a supervising physician. You can schedule an appointment by logging in with your QU login to the student health services website (<https://studenthealthservices.qu.edu>). SHS can be reached by phone at 203-582-8742.

All SHS staff members receive education and training regarding gender identity and gender expression. 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. If your health or medical needs require ongoing treatment, student health services staff can provide referrals to providers in the area that are aware and affirming of the needs of transgender and non-binary patients. Transportation to off-campus appointments is also

available at no cost if scheduled when the health center is open. Call the health center at 203-582-8742 to schedule a ride to an off-campus appointment.

Appointments are also available with a registered dietitian, who can address nutritional concerns, and a wellness educator, who is trained in sexuality education and can provide resources. Call the health center at 203-582-8742 to make appointments with these staff members.

Additional information can be found on the Student Health Services website on MyQ (<https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Pages/default.aspx>)

Counseling Services

The university counseling service also provides free confidential counseling for students who would like to talk to a mental health clinician. An appointment can be requested by completing the counseling intake form (<https://forms.quinnipiac.edu/CounselingIntake/Form.html>).

A confidential mental health clinician can be reached for crisis counseling over the phone at any time by dialing 203-582-6860, and following the menu.

Office of Religious Life and the Peter C. Herald House for Jewish Life

Students who prefer to seek confidential spiritual counseling can call the executive director of university religious life at 203-582-8257.

Students interested in speaking to the university rabbi may call 203-582-8206.

Non-Confidential Resources

Department of Cultural and Global Engagement

The Department of Cultural and Global Engagement, which can be reached at 203-582-8425, promotes inclusion and diversity through engaged learning for students, faculty and staff at Quinnipiac University. The department offers mentorship and support for underrepresented students, including students who are part of the LGBTQ+ community

Title IX

The Title IX coordinator responds to allegations of discrimination pursuant to university procedures in a manner that is prompt, thorough and equitable. The Title IX coordinator is a resource to students, faculty and staff and can answer questions about university policies, procedures and practices.

The Title IX coordinator can be reached by phone at 203-582-7327 or by email at dennis.kwarteng@qu.edu

Public Safety

Public Safety provides coverage on all three campuses 24 hours a day, seven days a week and can be reached at 203-582-6200 or public.safety@qu.edu (public.safety@quinnipiac.edu). Public Safety officers can respond to all emergencies and are available to serve as walking escorts 24 hours a day.

Off-Campus Resources

- New Haven Pride Center (<http://www.newhavenpridecenter.org/>)
- Anchor Health Initiative (<https://anchorhealthinitiative.org/>) (Hamden health clinic with a mission to serve the LGBTQ+ community)
- Hartford Gay and Lesbian Health Collective (<https://www.hglhc.org/>)
- Triangle Community Center (<http://www.ctpridecenter.org/>)

- True Colors Sexual Minority and Youth Services (<https://ourtruecolors.org/>) (Hartford)
- OutCT (<http://outct.org/>) (New London)
- Connecticut TransAdvocacy Coalition (<http://www.transadvocacy.org/>)
- Planned Parenthood of Southern New England (<https://www.plannedparenthood.org/planned-parenthood-southern-new-england/>) has a New Haven location and provides a range of sexual health services for the LGBTQ+ community.

Student Organizations

The Gender and Sexuality Alliance

Gender and Sexuality Alliance (GSA) serves as a safe haven for all students who identify as members of the LGBTQ+ community, as well as allied supporters who want to get involved. In addition to providing a nurturing environment, GSA strives to educate students on issues facing the LGBTQ+ community currently and historically. Visit the GSA website (<https://qu.campuslabs.com/engage/organization/gsa/>) for more information.

Athletics

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, gender, gender identity, or gender expression. The prohibition on discrimination applies to all university activities including athletics and recreational sports.

NCAA Sports

For more information about inclusion in NCAA sports, please visit the NCAA's website for Inclusion of Transgender Student Athletes Handbook. You can also contact the director of compliance and student development, Shanna Kornachuk, at 203-582-7332.

Intramural Sports

A participant's affirmed gender identity will be respected when there are gender-specific rules or player ratio requirements for co-rec divisions. Transgender individuals may play on the team that best matches their gender identity. Quinnipiac recognizes that, for many, coming to know one's gender identity is not something that happens in an instant; it is a complex process that can occur over an extended period of time. Participants are encouraged to communicate their gender identity with the campus official who is responsible for approving the team entry on intramural leagues. The campus official who approves the team entry on IM Leagues should verify that the gender indicated on the form is based on the participant's self-identification and expressed gender identity, rather than on the sex indicated in official school records.

Club Sports

In keeping with the university's policy of non-discrimination and non-retaliation on the basis of gender identity and gender expression, the Quinnipiac Sport Club program supports and values an individual's right to access and utilize recreation facilities, restrooms, locker rooms, programs and services in accordance with an individual's gender identity and gender expression. Participation in club sports may have policies related to player eligibility that are stipulated by the national governing body of each sport. While the program does not have control over governing body policies, we support and advocate for the inclusion of all players, regardless of gender identity and gender expression.

Residential Life

Incoming students who have a gender or gender-identity related concern regarding university housing can speak with the associate director of

residential life about housing options. The conversation will include a discussion about type of room, bathroom facilities and roommate matching options, after which a housing assignment will be made. A student may opt out of any accommodations offered prior to the start of the semester with no financial penalties. The associate director of residential life will be in touch, via email, with any students whose gender recorded on the new student housing questionnaire does not match the legal sex recorded in the university's data collection system. Students who would like to initiate this conversation in an alternative way, have questions about this housing process or who would like to learn more about the housing options available for students who identify as non-conforming or transgender, should contact the associate director of residential life at 203-582-8736. All residential life staff members receive education and training regarding diversity and inclusion, including gender identity and gender expression.

Fraternity and Sorority Life

Quinnipiac welcomes students to join a fraternity or sorority that best reflects their gender identity. For information, students can contact the director of campus life for fraternity and sorority life, Katherine Pezzella, at 203-582-6487.

Updating Records Pertaining to Names and Gender Markers

Notifying the Registrar's Office of a Legal Name Change Student Employee – Human Resources

University students who also are employed and paid through university payroll must follow the same guidelines as all other employees for a name change.

A student employee must complete the change of name form request and submit official documentation. For the purposes of payroll, the name reflected on a person's Social Security card must match the paychecks issued.

Current Student – Registrar

Active students wishing to request a name change must do so through the Office of the Registrar. A current student would submit the name change request in writing (signature is required) along with a copy of one of the following:

1. A marriage license
2. New Social Security card
3. New driver's license (or other form of government-issued ID)
4. New passport
5. Or other legal documentation confirming legal name change

Prospective Student – Admission

Prospective students requesting a name change should provide a written request to their specific Admissions Office (undergraduate, graduate, School of Law or School of Medicine).

The request should be made in writing (with signature) and one of the following should be submitted with the request:

1. A marriage license
2. New Social Security card
3. New driver's license (or other form of government-issued ID)
4. New passport
5. Or other legal documentation confirming legal name change

Preferred Name Policy for Students

Quinnipiac University recognizes that some students prefer to identify themselves by a first name and/or middle name other than their legal name. Under Quinnipiac's preferred name policy, any student may choose to identify a preferred first and/or middle name in addition to the legal name. Quinnipiac's policy covers preferred first and middle names. Surnames can be changed only with a legal name change.

The student's preferred name will be used where possible in the course of university business and education. The legal name will be used only when it is required for business, legal and external reporting purposes. In some cases, in order to promote the use of the student's preferred name while ensuring accurate and legitimate reporting and utilization of education records, the student's preferred name will be utilized alongside the student's legal name. For detail, see the lists below.

Students may request use of a preferred first and/or middle name by contacting the Office of the Registrar. All requests are reviewed by the Office of the Registrar. Preferred names may not be used for purposes of fraud or misrepresentation. The university reserves the right to remove a preferred name if it contains inappropriate or offensive language. Legal names will be changed only when a student pursues a legal name change with state and/or federal authorities as appropriate and then submits that documentation to the Office of the Registrar.

It may take seven or more business days for the request to be completed through all university information systems. Once the preferred name request has been approved and implemented, the student will be notified and may go to the QCard Office to obtain a QCard with the student's preferred name.

Preferred names only will be used in public or semi-public systems where names are visible to other students, instructors, faculty, campus officials, and the general public. Specific examples are:

- University ID card (if the student chooses to obtain a new QCard)
- Blackboard (official class rosters not on Blackboard will display the legal name as well)
- Email address display name (i.e., the name that appears in the "from" field of an email)
- Email Address Alias (i.e., email sent to preferredfirstname.lastname@qu.edu automatically will be forwarded to the primary email address, which is legalfirstname.lastname@qu.edu)

Students who wish that their preferred first name be read at Commencement should contact their school's dean's office prior to Commencement.

Both preferred names and legal names will be used in confidential administrative systems (non-public) used by staff, instructors, faculty and campus officials. These administrative systems require authentication and authorization for user access. The inclusion of both names in these confidential systems promotes use of the student's preferred name, while at the same time ensuring accurate and legitimate reporting and utilization of education records. Specific examples are:

- Official class rosters
- WebAdvisor/Self-Service – student view
- WebAdvisor/Self-Service – faculty view (e.g., grading rosters, adviser rosters)

Legal names only will be used when required for business, legal and external reporting purposes. Specific examples include, but are not limited to:

- Student conduct records
- Counseling and health records
- Immigration documentation
- Paychecks
- One Stop (formerly the Bursar's office) documentation
- Financial aid documentation
- Federal requests for information
- Enrollment verifications
- Transcripts
- Academic certifications and degree verifications
- Diplomas
- Printed Commencement program (the preferred name may be read out loud at Commencement – see above)
- Admissions correspondence
- Athletics rosters
- Department of Public Safety systems and documentation

34 C.F.R. § 106.45(b)(10) requires Quinnipiac University to publish any materials used for training Title IX coordinators, investigators, decision-makers and persons who facilitate informal resolutions on the university's website. In compliance with the law, the university has made available all training materials for public review.

- Title IX - Training for Title IX (pre-workshop) (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_investigator-training-preworkshop-aug2020.pdf)
- Title IX - Training for Title IX Team Members (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_investigator-training-aug2020.pdf)
- Title IX Training for Appeal Officers (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_training-for-appeal-officers.pdf)
- Title IX Rights (<https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix-rights-handout.pdf>)
- Preliminary Review (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_preliminary-review.pdf)
- Conduct Grievance Procedures for Allegations of Discrimination Under Discrimination, Harassment and Bias-Motivated Acts and Behavior Policy (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_t9-conduct-process.pdf)
- Policy Analysis for Allegations of Dating or Domestic Violence (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_dating-and-domestic-violence.pdf)
- Policy Analysis for Allegations of Sexual Assault (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_sexual-assault.pdf)
- Policy Analysis for Allegations of Sexual Harassment (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_sexual-harassment-hostile-environment.pdf)

- Policy Analysis for Allegations of Stalking (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_stalking.pdf)

TRANSFER CREDIT – CURRENT UNDERGRADUATES

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 academic 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 (or an equivalent that meets the requirement) is offered online during the same period by Quinnipiac.
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, they may petition for an exception from the dean through the university's Variant Procedure (p. 161) process. Once a student has completed (or transferred) a total of 48 credits, they will not be permitted to take a course at a junior or community college offering two-year terminal degrees. Students must take their final 45 credits at Quinnipiac. Students who study abroad during the summer or winter intersession are exempt from the two-course limit.

Quinnipiac University has different policies that apply to courses taken elsewhere through its approved Study Abroad (p. 63) and Washington, D.C., Semester (p. 215) programs.

Please see the Advanced Standing/Placement (p. 20) page of the catalog for more information on transferring credit for incoming first-year and incoming undergraduate transfer students.

TRANSFER CREDIT – GRADUATE STUDENTS

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
- 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

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 Cybersecurity
- MS in Instructional Design
- 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
- 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.

For the MSW program, a maximum of 9 credits may be transferred from CSWE-accredited MSW programs; only 6 of these may be for electives. A maximum of 6 graduate credits from a related discipline may be eligible for transfer credit. Only courses completed with a grade of B or higher within five years of matriculation into the Quinnipiac MSW program will be considered for transfer.

Graduate level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree (but not to a third graduate degree). These courses must be part of the approved curriculum of the second degree. No more than 25 percent of the combined credits in the two degree programs and no more than 50 percent of the credits in any one degree may be double counted. For example, for two master's degrees requiring 30 credits each, 25 percent of the combined 60 credits may be double-counted (i.e., 15 credits). Students in dual-degree programs (combined undergraduate and graduate) may not transfer graduate course credit from another institution.

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. Students enrolled in accelerated dual-degree programs may have the opportunity to apply more graduate courses to an undergraduate degree (see the program's curriculum for details). 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

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 by the student on the electronic Variant Procedure Form, which is available on the Registrar's Office MyQ site. It is strongly recommended that the variant form be accompanied by a letter of explanation and supportive documentation.

The Variant Procedure Form must be examined in turn by the 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. The final decision to accept or deny the variant procedure request will be made by the vice president for academic innovation and effectiveness.

WITHDRAWAL FROM A COURSE

Approved by the Faculty Senate in Spring 2019

Regular Withdrawal

Students can drop courses through the fifth class day of the term (Fall/Spring 15-week courses) or through the second class day of the term (Summer sessions I and II, Fall/Spring 7-week courses, J-term). If a course is dropped during these periods, no record of registration in the course will appear on the student's academic record. However, tuition charges may still apply. Students should refer to the university's refund policies (<https://parents.qu.edu/finances/withdrawal-refund-policies.html>) for more information.

Dropping a course after the add/drop period has ended is considered a course 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. Course withdrawals after the end of add/drop period are considered "attempted but not completed" course credits and are noted on a student's transcript with a non-punitive grade of W, which is not included in GPA calculations.

For *full-time undergraduate students*, in accordance with the undergraduate refund policy (<https://parents.qu.edu/finances/withdrawal-refund-policies.html#undergraduaterefundpolicy>), there is **no tuition refund** in any circumstance for course withdrawals after add/drop period. *Graduate and part-time students* should refer to the university website for the graduate and part-time refund policy (<https://parents.qu.edu/finances/withdrawal-refund-policies.html#graduateandparttimerefundpolicy>).

Course withdrawal also may impact a student's satisfactory academic progress and financial aid eligibility.

Late Withdrawal

Students are expected to know when the last day to drop a class is and govern themselves accordingly. A late withdrawal may be granted only when a student has experienced circumstances of such serious and compelling nature that the student could not reasonably have been expected to satisfactorily complete the academic period or submit a petition for regular withdrawal by the deadline specified in this policy and on the Academic Calendar (p. 12). Such serious and compelling circumstances may include (but are not limited to) hospitalization, debilitating mental illness, or equivalent distress.

Following the regular withdrawal deadline, until the last day of classes but before the course grade has been conferred, students may request a **late withdrawal** by contacting the dean (or designee) of the student's home school. The request must be accompanied by appropriate documentation to substantiate the student's reasons for seeking late withdrawal. If the request is approved, the dean (or designee) will notify the instructor, contact the Office of the Registrar to process the late withdrawal and the student will receive a non-punitive grade of "W" in the course. The decision of the dean (or designee) regarding late withdrawals is final. There is **no tuition refund** in any circumstance for late course withdrawals.

Exceptional Circumstances

In the event a student experiences circumstances of such serious and compelling nature that the student could not reasonably have been expected to complete the final exam period or submit a petition for regular or late withdrawal by the deadlines specified in this policy and on the Academic Calendar (p. 12), the student may submit a variant procedure (p. 161) request to seek a non-punitive "W" in a course.

The variant procedure must be accompanied by appropriate documentation to substantiate the student's reasons for seeking the course withdrawal. The deadlines for submitting this variant procedure request are February 1 for the immediately preceding Fall semester, March 1 for the immediately preceding J-term, July 1 for the immediately preceding Spring semester, and October 1 for the immediately preceding Summer session(s). Once a degree has been conferred, no retroactive course withdrawals are permissible. Petitions submitted after the deadlines may be summarily denied for untimeliness. If the request is approved, the vice president of academic innovation & effectiveness will notify the instructor and contact the Office of the Registrar to process the withdrawal so that the student receives a non-punitive grade of "W" in the course. The decision of the vice president of academic innovation and effectiveness regarding course withdrawals is final. There is **no tuition refund** in any circumstance for late course withdrawals.

Summary of Course Withdrawal Deadlines

See the Academic Calendar (p. 12) to determine the exact date of the add/drop and withdrawal deadlines. All forms/requests must be submitted by 11:59 pm on the deadline date.

Term	Add/Drop Deadline	Regular Withdrawal Deadline
Fall (15-week courses)	End of 5th class day of the semester	End of 10th week of classes (Friday)
Fall (7-week courses)	End of 2nd class day of the semester	End of 4th week of classes (Friday)
J-Term	End of 2nd class day of the term	After 60% of classes
Spring (15-week courses)	End 5th class day of the semester	End of 10th week of classes (Friday)
Spring (7-week courses)	End of 2nd class day of the semester	End of 4th week of classes (Friday)
Summer I and II	End of 2nd class day of the session	After 60% of classes, e.g., end of 3rd week of classes for 5-week courses; end of 4th week of classes for 7-week courses (Friday).
Courses in accelerated & nontraditional formats	End of 2nd day after course start	After 60% of classes

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 they meet with the dean of their 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/finances.html>).

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 they were 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. Students with an official leave of absence who have 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 they were 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

203-582-7360 (Central Office)

Administrative Offices

Title	Name	Phone	Email
Dean	Adam Roth	203-582-7794	adam.roth@qu.edu
Assistant Dean	Melanie Burkett	203-582-7376	melanie.burkett@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 Career Development	Rick DelVecchio	203-582-3998	rick.delvecchio@qu.edu

Departments/Programs

Department	Chairperson	Phone	Email
Biological Sciences	Deborah Clark	203-582-8270	deborah.clark@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	Valerie Smith	203-582-8452	valerie.smith@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	Michelle D. Miller	203-582-3231	michelle.miller@qu.edu
Mathematics and Statistics	Cornelius Nelan	203-582-8003	cornelius.nelan@qu.edu
Data Science	Jill Shahverdian	203-582-3663	jill.shahverdian@qu.edu
Modern Languages, Literatures and Cultures	Aileen Dever	203-582-8500	aileen.dever@qu.edu
Philosophy and Political Science	Jennifer Sacco	203-582-8972	jennifer.sacco@qu.edu
Psychology	Paul LoCasto	203-582-3725	paul.locasto@qu.edu
Behavioral Neuroscience	Adrienne Betz	203-582-5259	adrienne.betz@qu.edu
Sociology, Criminal Justice and Anthropology	Alan S. Bruce	203-582-8458	alan.bruce@qu.edu
Criminal Justice	Stephen McGuinn	203-582-8415	stephen.mcguinn@qu.edu
Gerontology	Catherine Richards Solomon	203-582-5264	catherine.solomon@qu.edu
Sociology	Keith Kerr	203-582-3810	keith.kerr@qu.edu
Visual and Performing Arts	George Sprengelmeyer	203-582-6426	george.sprengelmeyer@qu.edu

Game Design and Development	Elena Bertozzi	203-582-7998	elena.bertozzi@qu.edu
Theater	Kevin Daly	203-582-3500	kevin.daly@qu.edu

Minors and Other Programs

Program	Name	Phone	Email
Anthropology	Jaime Ullinger	203-582-6428	jaime.ullinger@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
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	Anat Biletzki	203-582-3930	anat.biletzki@qu.edu
Independent Minor	Mary Paddock	203-582-8951	mary.paddock@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	Bill Jellison	203-582-3724	william.jellison@qu.edu
Spanish	Aileen C. Dever	203-582-8500	aileen.dever@qu.edu
Sports Studies	Michael Sheehan	203-582-6439	michael.sheehan@qu.edu
Women's and Gender Studies	Lauren Sardi	203-582-8215	lauren.sardi@qu.edu

For a complete list of minors, please see Minors (p. 166).

Graduate Programs

Program	Name	Phone	Email
MS in Molecular and Cell Biology	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@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

Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1)	Robert Collins	203-582-6407	robert.collins@qu.edu
Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1)	Deborah Clark	203-582-8270	deborah.clark@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MBA (3+1)	Donn Johnson	203-582-8205	donn.johnson@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)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Dual-Degree BS/MS in Molecular and Cell Biology (4+1)	Deborah Clark	203-582-8270	deborah.clark@qu.edu

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 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. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Academic Advising

The College of Arts and Sciences 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. 166) and bachelor of science degrees (p. 166).

Collaborative for Interdisciplinary/Integrative Studies (p. 169)

The Collaborative for Interdisciplinary/Integrative Studies affords students opportunities through advising, coursework and fieldwork to put into practice the relevance and value of the arts and sciences for their everyday lives. It houses the Environmental Science major, Environmental Studies co-major, the Interdisciplinary Studies major, the Independent major, the Sustainability and Environmental Policy major, the Independent minor, 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).

Independent Major (p. 170)

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 full 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 must be submitted no later than the first semester of the junior year. Independent majors must include at least 24 credits of coursework at the 300 level or above, as well as a capstone project or final evaluation project that is outlined in the proposal.

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. 164) 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 (p. 170) and an Independent Minor (p. 170). Arts and sciences students may complete a minor in one of the other schools to explore areas of interest in a pre-professional 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 College of Arts and Science minors, please see Minors (p. 166).

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 24 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 first-year students 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. 225)
- Bachelor of Arts in English (p. 189)
- Bachelor of Arts in Environmental Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-environmental-studies/>)
- Bachelor of Arts in Game Design and Development (p. 233)

- Bachelor of Arts in Gerontology (p. 227)
- Bachelor of Arts in History (p. 193)
- Bachelor of Arts in Interdisciplinary Studies (p. 169)
- Bachelor of Arts in Law in Society (p. 197)
- Bachelor of Arts in Mathematics (p. 202)
- Bachelor of Arts in Philosophy (p. 209)
- Bachelor of Arts in Political Science (p. 210)
- Bachelor of Arts in Sociology (p. 228)
- Bachelor of Arts in Sustainability and Environmental Policy (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-sustainability-and-environmental-policy/>)
- Bachelor of Arts in Spanish Language and Cultures (p. 205)
- Bachelor of Arts in Theater (p. 235)
- Independent Major - Bachelor of Arts (p. 170)

Bachelor of Science

- Bachelor of Science in Behavioral Neuroscience (p. 217)
 - Pre-Medical Studies
- Bachelor of Science in Biochemistry (p. 181)
- Bachelor of Science in Biology (p. 172)
 - Pre-Medical Studies
- Bachelor of Science in Chemistry (p. 183)
- Bachelor of Science in Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/data-science-bs/#text>)
- Bachelor of Science in Economics (p. 186)
- Bachelor of Science in Environmental Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/bs-environmental-science/>)
- Bachelor of Science in Psychology (p. 219)

Dual Degrees

- Accelerated Dual-Degree Bachelor's/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 236)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-mba/>)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-accounting/>)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-journalism/>)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 381)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 383)
- Dual-Degree BA/MBA (4+1) (p. 386)

- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 176)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 178)

Minors

- Minor in Anthropology (p. 230)
- Minor in Applied Statistics and Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/applied-statistics-and-data-science-minor/>)
- Minor in Asian Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/asian-studies-minor/>)
- Minor in Biology (p. 175)
- Minor in Chemistry (p. 185)
- Minor in Criminal Justice (p. 231)
- Minor in Economics (p. 188)
- Minor in English (<http://catalog.qu.edu/arts-sciences/english/english-minor/>)
- Minor in Fine Arts (p. 238)
- Minor in Game Design and Development (p. 239)
- Minor in Gerontology (p. 231)
- Minor in Global Public Health (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/global-public-health-minor/>)
- Minor in History (p. 195)
- Minor in History and Philosophy of Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/history-philosophy-science-minor/>)
- Minor - Independent (p. 170)
- Minor in International Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/international-studies-minor/>)
- Minor in Irish Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/irish-studies-minor/>)
- Minor in Italian (p. 207)
- Minor in Law in Society (p. 199)
- Minor in Legal Studies (p. 199)
- Minor in Mathematics (p. 203)
- Minor in Middle Eastern Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/middle-eastern-studies-minor/>)
- Minor in Music (p. 239)
- Minor in Philosophy (p. 214)
- Minor in Political Science (p. 214)
- Minor in Psychology (p. 222)
- Minor in Sociology (p. 232)
- Minor in Spanish (p. 207)
- Minor in Sports Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/sports-studies-minor/>)
- Minor in Theater (p. 240)
- Minor in Women's and Gender Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/womens-gender-studies-minor/>)

Master's Degree

- Master of Science in Molecular and Cell Biology (p. 179)

Dual Degrees

- Accelerated Dual-Degree Bachelor's/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 236)
- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) ([http://catalog.qu.edu/arts-sciences/Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology \(3+1\)/](http://catalog.qu.edu/arts-sciences/Accelerated-Dual-Degree-BS-in-Biology/MS-in-Molecular-and-Cell-Biology-(3+1)/))
- Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) (p. 176)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-mba/>)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-accounting/>)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-journalism/>)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 381)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 383)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) (p. 178))

COLLABORATIVE FOR INTERDISCIPLINARY/ INTEGRATIVE STUDIES

Interdisciplinary Minors (p. 170)

The Collaborative for Interdisciplinary/Integrative Studies provides students with opportunities—through advising, coursework and fieldwork—to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research. It houses the Interdisciplinary Studies major, the Environmental Science major, the Environmental Studies co-major, the Sustainability and Environmental Policy major, the Independent Major, the Independent Minor and eight interdisciplinary minors (Asian Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/asian-studies-minor/>), Global Public Health (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/global-public-health-minor/>), History and Philosophy of Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/history-philosophy-science-minor/>), International Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/international-studies-minor/>), Irish Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/irish-studies-minor/>), Middle Eastern Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/middle-eastern-studies-minor/>), Sports Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/sports-studies-minor/>) and Women's and Gender Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/womens-gender-studies-minor/>)). In addition, the Collaborative sponsors interdisciplinary initiatives, as well as programs and events that are open to and benefit the entire university community.

The Collaborative for Interdisciplinary/Integrative Studies is a signature program of the College of Arts and Sciences at Quinnipiac University, launched in 2016 with generous support from the Davis Educational Foundation. Its mission is to afford students and faculty opportunities to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research.

Bachelor of Arts in Environmental Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-environmental-studies/>) (co-major)

Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-interdisciplinary-studies/#curriculumtext>)

Bachelor of Arts in Sustainability and Environmental Policy (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-sustainability-and-environmental-policy/>)

Bachelor of Science in Environmental Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/bs-environmental-science/>)

Independent Major (p. 170)

Independent Minor (p. 170)

Independent Major

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, and a proposal for an independent major must contain suitable justification and a coherent curricular plan. The full proposal must be submitted to the director of the Collaborative for Interdisciplinary/Integrative Studies for approval by no later than the first semester of the junior year and also must have the approval of a three-member faculty committee, chosen by the student, which works with the student to plan and carry out the program. Program proposals will be accepted before March 1 for review in the spring semester, and before October 15 for review in the fall semester.

Curriculum

The independent major is designed for students who would like to focus their attention in a specific area of study not currently offered by the university. Independent major programs are designed individually by students, in consultation with a faculty member in the College of Arts and Sciences. Therefore, the curriculum for this major will vary by student. All independent majors must meet the following criteria:

- The major must consist of a minimum of 30 credits (may include some courses already completed).
- No fewer than 24 of the 30 credits must be at the 300 level or above. Note: CAS 420 does **not** count.
- The preponderance of courses must be offered by departments in the College of Arts and Sciences.
- The major plan must include a final assessment, which can take the form of a class or a project. This assessment must be appropriate for a College of Arts and Sciences major. The final assessment plan must be submitted by the second half of the junior year, and the assessment itself must be evaluated by the student's committee at the end of the senior year.
- All University Curriculum (p. 65) requirements must be completed, outside the major.
- All College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements must be completed, outside the major.
- Any minor requirements must be completed outside the major.

Student Learning Outcomes

With an individually designed curriculum, specific student learning outcomes vary. Every student works toward the following outcomes through the proposal process alone.

1. **Effective Communication:** Communicate effectively in speaking and in writing.
2. **Social Intelligence:** Engage collaboratively and responsibly, interact attentively and appropriately with others.
3. **Cognitive Complexity:** Evaluate multiple perspectives on an issue, acknowledging the potential for complexity and ambiguity.
4. **Critical and Creative Thinking:** Think independently and creatively from an informed understanding.
5. **Analysis:** Demonstrate competency in evaluating and constructing arguments based on logic and evidence.

Independent Minor

Students may design a unique minor program to fit their personal, academic and professional goals. The responsibility for the planning of such a program rests with the student proposing it, and a proposal for an independent minor must contain suitable justification, a coherent curricular plan and an appropriate title. The proposal must be submitted to the director of the Collaborative for Interdisciplinary/Integrative Studies for approval and also must have the approval of a full-time CAS faculty member, chosen by the student, who will serve as the student's adviser and work with the student to plan the program.

Independent minors must include at least 18 credits of coursework, at least 6 of which must be completed at the 300 level or above, and at least 12 of which must be in courses housed in CAS.

Full independent minor proposals should be submitted no later than the second semester of the sophomore year to start by no later than the first semester of the junior year. Independent minor proposals will be accepted before March 1 for review in the spring semester, and before October 15 for review in the fall semester.

The independent minor is designed for students of any major who would like to focus their attention in a specific area of study not currently offered by the university. Independent minor programs are designed individually by students, in consultation with CAS faculty. Therefore, the curriculum for this minor will vary by student. Areas of focus might include

- Single subjects for which no minor currently exists, such as Non-Western Literature or Ethics.
- Interdisciplinary fields, such as African American Studies, French Studies, Forensics, Genomics, Scientific Illustration or Public Policy.
- Problem-based inquiry, such as individual rights vs. public good, violent/non-violent activism or ending water/food insecurity.
- Skill areas, such as public speaking, leadership or creativity/innovation, or skills related to any of the Essential Learning Outcomes.

Program Minimum Requirements

- The minor must consist of a minimum of 18 credits (may include up to three courses already completed).
- No fewer than 6 of the 18 credits must be at the 300 level or above (neither Global Community nor the UC Integrative Capstone may count).
- At least 12 credits for the minor must be completed in courses offered by CAS departments.
- None of the courses included in the minor may overlap with courses in the major, or with courses in another declared minor.
- Independent minors may not be declared retroactively or based on more than 9 credits already completed or in progress.

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 Asian Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/asian-studies-minor/>)
- Minor in Global Public Health (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/global-public-health-minor/>)
- Minor in History and Philosophy of Science (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/history-philosophy-science-minor/>)
- Minor in International Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/international-studies-minor/>)
- Minor in Irish Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/irish-studies-minor/>)
- Minor in Middle Eastern Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/middle-eastern-studies-minor/>)
- Minor in Sports Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/sports-studies-minor/>)
- Minor in Women's and Gender Studies (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/womens-gender-studies-minor/>)

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. The courses we offer furnish a broad scientific background for advanced study in various biological and medical areas.

A note about advanced placement equivalencies: Students who receive a score of 3 on the AP biology exam can receive credit for BIO 105 and BIO 106, which meet the needs of students in non-science areas. Students who receive a score of 4 on the AP biology exam can receive credit for BIO 101 and BIO 102. For students majoring in the natural sciences, we strongly encourage students to begin with BIO 150 and BIO 151, regardless of whether they receive credit for BIO 101 and BIO 102.

The mission of the Department of Biological Sciences is to provide students with the breadth and depth of knowledge in biology as follows:

1. Knowledge and Comprehension: Successful completion of the following objectives establishes that students have achieved an appropriate understanding of foundational biological concepts.

1. Apply critical thinking and the scientific method to community/world issues and decision-making.
2. Evaluate the quality and validity of scientific evidence.
3. Create an understanding of biology as a whole by integrating and synthesizing information from multiple biological subdisciplines.

2. Applications and Analysis: Successful completion of the following objectives demonstrates that students have the ability to apply foundational knowledge and analyze information/data to make meaning from it.

1. Demonstrate basic skills and an understanding of safety procedures in the field and/or laboratory.
2. Organize and interpret experimental data (from their own experiments and/or those in primary literature sources).
3. Design and perform well controlled experiments

3. Self and Society: Successful completion of the following objectives indicates that students successfully utilize biological knowledge to present and defend opinions in a variety of arenas.

1. Develop an in-depth understanding of the complexity of the natural world by understanding how a biologist thinks about complex systems.
2. Apply scientific methodology and knowledge of biological facts to real-world problems.

Bachelor's Degree

- Bachelor of Science in Biology (p. 172)

Minor

- Minor in Biology (p. 175)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 176)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 178)

Master of Science

- Master of Science in Molecular and Cell Biology (p. 179)

Bachelor of Science in Biology

Program Contact: Deborah Clark (Deborah.Clark@qu.edu) 203-582-8270

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 it can be used 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.

A note about Advanced Placement equivalencies: Students who receive a score of 3 on the AP biology exam can receive credit for BIO 105 and BIO 106. BIO 105 and BIO 106 meet the needs of students in non-science areas. Students who receive a score of 4 on the AP biology exam can receive credit for BIO 101 and BIO 102. For students majoring in the natural sciences, we strongly encourage students to begin with BIO 150 and BIO 151, regardless of whether they receive credit for BIO 101 and BIO 102.

Graduation requirements: majors in the Department of Biological Sciences must achieve an overall GPA of 2.0 and a science GPA of 2.25 for graduation. The science GPA is calculated from courses with prefixes of BIO, BMS, CHE, PHY and SCL. In addition, courses used to satisfy the Biological Science Core or Biology Elective Requirements must have a minimum grade of "C-".

Independent Study in Biology

1. Independent Study/Research can be used to satisfy the departmental requirement for Experiential Learning.
2. Independent Study cannot be used to satisfy departmental requirements other than Experiential Learning.
3. Students may not exceed a total of 8 credits of Independent Study while completing their undergraduate work.

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 on the CAS360 website. (<https://cas360.qu.edu/>)

BS in Biology Curriculum

Students majoring in biology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		3
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 ³		
Select a minimum of one course from each of the following categories:		
Molecular and Cellular Electives:		3
BIO 240	Cellular Communication	

BIO 282 & 282L	Genetics and Genetics Lab	
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	
BIO 365	Cancer Biology	
BIO 382 & 382L	Human Genetics and Human Genetics Lab	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Organismal Electives:		3
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	
BIO 352 & 352L	Botany and Botany Lab	
BIO 356 & 356L	Aquatic Ecology and Aquatic Ecology Lab	
BIO 358 & 358L	Life on a Changing Planet and Life on a Changing Planet Lab	
BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	
BIO 383	Evolution	
Physiology Electives:		3
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	
BIO 225 & 225L	Physiological Diversity and Physiological Diversity Lab	
BIO 329	Neurobiology	
BIO 350	Cardiovascular Physiology	
Experiential Learning (Biological Component):		
BIO 385	Explorations in Biology	1-4
BIO 498	Independent Study in Biology	1-4
BIO 499	Independent Study in Biology	1-4
Open Electives		20 - 31
Total Credits		120-140

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. A sample course plan that fulfills the requirements for the Biology major is shown below. Individual planning will vary based on a number of factors (e.g., Advanced Placement and/or transfer credits).

Sample Course Schedule

Code	Title	Credits
First Year		
Fall Semester		
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
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
MA 141	Calculus of a Single Variable	3
Second Year		
Fall Semester		
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
Spring Semester		
BIO Biology Elective ⁴		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 ⁴		3-4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC University Curriculum		3
Foreign Language I		3
Open Electives		1-2
Spring Semester		
BIO Biology Elective ⁴		3-4
PHY 111 & 111L	General Physics II 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 ⁴	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

¹ All students must complete the 46 credits of the University Curriculum (p. 65).

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ Corequisite courses must be taken simultaneously.

⁴ 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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the Bachelor of Science in Biological Sciences, students will demonstrate:

- 1. Knowledge and Comprehension:** Successful completion of the following objectives establishes that students have achieved an appropriate understanding of foundational biological concepts.
 - a. Apply critical thinking and the scientific method to community/world issues and decision-making.
 - b. Evaluate the quality and validity of scientific evidence.
 - c. Create an understanding of biology as a whole by integrating and synthesizing information from multiple biological subdisciplines.
- 2. Applications and Analysis:** Successful completion of the following objectives demonstrates that students have the ability to apply foundational knowledge and analyze information/data to make meaning from it.
 - a. Demonstrate basic skills and an understanding of safety procedures in the field and/or laboratory.
 - b. Organize and interpret experimental data (from their own experiments and/or those in primary literature sources).
 - c. Design and perform well controlled experiments.
- 3. Self and Society:** Successful completion of the following objectives indicates that students successfully utilize biological knowledge to present and defend opinions in a variety of arenas.
 - a. Develop an in-depth understanding of the complexity of the natural world by understanding how a biologist thinks about complex systems.
 - b. Apply scientific methodology and knowledge of biological facts to real-world 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 first-year students 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. 19) page of this catalog.

Suggested Transfer Curriculum for BS in Biology

A minimum of 60 credits is required for transfer into the BS in Biology program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
General Biology I with Lab		4
General Chemistry I with Lab		4
Math - Pre-Calculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab or Genetics with Lab		4
General Physics I with Lab or Organic Chemistry I with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology I or II with Lab or Genetics with Lab		4
General Physics II with Lab or Organic Chemistry II with Lab		4
Elective		4
Elective		3
Credits		15
Total Credits		60

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. 58) 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. You'll have the flexibility to choose electives that broaden your knowledge and understanding of biology, or focus on a specific area of interest, such as ecology or physiology. Our biology minor is a perfect complement to any major including those in the other sciences and related fields, such as chemistry and engineering.

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. At least one BIO course used to satisfy the minor requirements must be classified as an open, unrestricted or free elective course on the student's Academic Evaluation/Progress Report. 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
Possible courses include:		
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 105 & 105L	Introduction to the Biological Sciences I and Introduction to Biological Science Lab	4
BIO 106 & 106L	Science and Society: Concepts and Current Issues and Science and Society: Concepts and Current Issues Lab	4
BIO 120	The Biology of Beer	3
BIO 125	Cross My Heart: An Introduction to the Human Cardiovascular System	3
BIO 128 & 128L	Global Health Challenges: a Human Perspective and Global Health Challenges Lab	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
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208 & 208L	Introduction to Forensic Science and Introduction to Forensic Science Laboratory	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 225 & 225L	Physiological Diversity and Physiological Diversity Lab	4
BIO 240	Cellular Communication	3
BIO 250	Biology Journal Club	1

BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 298	Research Methods in Biology	3
BIO 300 & 300L	Special Topics and Special Topics Lab	4-5
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology 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 350	Cardiovascular Physiology	3
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 365	Cancer Biology	3
BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	4
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BIO 383	Evolution	3
BIO 385	Explorations in Biology	1-4
BIO 471	Molecular Genetics	3
BIO 498	Independent Study in Biology	1-4
BIO 499	Independent Study in Biology	1-4

Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1)

Program Contact: Deborah Clark (Deborah.Clark@qu.edu) 203-582-8270

For highly qualified students, the Accelerated Dual-Degree BS in Biology/MS in 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. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 172) page, except that students in the 3+1 combined BS/MS program must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program. The requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 179) page.

Accelerated Dual-Degree BS in Biology/ MS in Molecular and Cell Biology (3+1) 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.

Course	Title	Credits
First Year		
Fall Semester		
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
Credits		17
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
MA 141	Calculus of a Single Variable	3
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		17
Summer Semester		
UC Elective		3
UC Elective		3
Open Elective		3
Open Elective		3
Credits		12
Second Year		
Fall Semester		
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
Credits		17
Spring Semester		
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
Credits		18
Summer Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Credits		8
Third Year		
Fall Semester		
BIO Elective		4
BIO 571	Molecular Genetics	4
UC Capstone		3
UC Elective		3
Open Elective		3
Credits		17
Spring Semester		
BIO Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
Open Elective		3
Open Elective		3
Credits		17
Summer Semester		
Graduate Elective or Independent Study		3
Credits		3
Fourth Year		
Fall Semester		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
Graduate Elective		3
Credits		11
Spring Semester		
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate Elective ¹		3
Graduate Elective ¹		3
Credits		8
Total Credits		145

¹ Graduate students must take a minimum of 9 credits to maintain full-time status. To reach 9 credits in the final semester, students can choose to take one or more 4-credit electives.

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 first-year students 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. 19) page of this catalog.

Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1)

Program Contact: Deborah Clark (deborah.clark@qu.edu) 203-582-8270

The Department of Biological Sciences offers a Dual-Degree BS in Biology and MS in Molecular and Cell Biology. 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.

Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 172) page. Students complete graduate-level biology courses during their senior year; the requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 179) page. 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.

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

Students choose courses and follow a curriculum determined in consultation with their adviser. 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. A sample course plan that fulfills the requirements for the 4+1 program is shown below.

Individual planning will vary based on a number of factors, including, for instance, Advanced Placement and/or transfer credits.

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 General Physics I & 110L and General Physics I Lab	4
UC Elective	3
Open Elective	3
Open Elective	3

Spring Semester

BIO Biology Elective	3
PHY 111 General Physics II & 111L 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	3
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 first-year students 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. 19) page of this catalog.

Master of Science in Molecular and Cell Biology

Program Contact: Alexandre de Lencastre
(Alexandre.deLencastre@qu.edu) 203-582-5024

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). Students must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program. A minimum grade of C is required in all graduate courses.

Curriculum

Code	Title	Credits
Core Curriculum		
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
Thesis or Non-Thesis Option		
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 589	Molecular and Cell Neurobiology	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 Lab 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
BMS 599	Biomarkers	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.

Student Learning Outcomes

Upon completion of a Master of Science in Molecular and Cell Biology (MCB), students will demonstrate the following competencies:

1. **Foundational Knowledge:** Understand fundamental concepts in molecular genetics, cell biology and biochemistry and apply their knowledge to new findings in the field of molecular and cell biology.
2. **Application and Analysis:** Employ modern laboratory techniques used in DNA and protein research and interpret experimental data.
3. **Scientific Knowledge:** Analyze, synthesize and discuss primary scientific literature from peer-reviewed journals in the field.
4. **Communication Excellence:** Present scientific content to an audience in a professional manner.
5. **Advanced Knowledge:** Author scientific critiques and/or reviews in a manner consistent with the standards of professional scientific writing.

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. 374) 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 coursework 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 coursework 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. 183)
- Bachelor of Science in Biochemistry (p. 181)
- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) (<http://catalog.qu.edu/arts-sciences/chemistry-physical-sciences/bio-chem-molecular-cell-biology-accelerated/>)
- Minor in Chemistry (p. 185)

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 153 and MA 154 are 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.

Students majoring in biochemistry must complete the following requirements:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		3
Biochemistry 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
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 I Lab	4
CHE 316	Biochemistry II	3
CHE 420	Chemistry Integrative Capstone	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
Upper-level CHE elective course ³		3
Two upper-level BIO or BMS electives ⁴		6
Cognate Courses⁵		
MA 141	Calculus of a Single Variable ⁶	3
PHY 110 & 110L	General Physics I and General Physics I Lab ^{5,7}	4
PHY 111 & 111L	General Physics II and General Physics II Lab ^{5,7}	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
Open Electives⁸		
Total Credits		120

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ Typically CHE 300 (offerings vary);

⁴ Advanced biology electives for the biochemistry major are chosen in consultation with the departmental adviser.

⁵ Required courses, which support the biochemistry major and may be used to satisfy requirements outside the major.

⁶ MA 151 may be substituted for MA 141. MA 153 and MA 154 are also highly recommended but not required.

⁷ PHY 121 and PHY 122 may be substituted.

⁸ Students take open electives to fulfill the minimum number of credits for graduation. Number of credits may vary depending on foreign language and math placement scores. Some cognate course credits may apply toward the University Curriculum.

Minimum number of credits required for graduation is 120.

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.

Student Learning Outcomes

Upon completion of the biochemistry degree program, students will demonstrate the following competencies:

- 1. Disciplinary Knowledge:** Develop a broad knowledge base of chemical principles in the areas of general, organic, analytical, physical and biochemistry along with cognate knowledge in the areas of biology, physics and mathematics.
- 2. Laboratory Skills:** Develop relevant knowledge and hands-on skills to be able to work safely and independently in a chemistry laboratory setting to collect, record and evaluate experimental data including the utilization of both classical and instrumental techniques.
- 3. Scientific Information Literacy:** Conduct relevant field-specific searches of scientific databases to locate research articles related to a topic or problem and gain experience in reading, interpreting and discussing research literature in the field.
- 4. Research Experience:** Apply acquired knowledge and skills to investigate problems by working on independent mentored project(s) through a senior research project, independent research, internship(s) and/or summer research study.
- 5. Critical Thinking and Problem-Solving:** Apply knowledge and skills to solve increasingly complex conceptual and quantitative problems in the field.
- 6. Scientific Communication:** Demonstrate competency in oral and written expression of the results of their laboratory work through written lab reports, poster presentations and seminar presentations.
- 7. Career Advancement:** Be competitive for employment in an entry-level field-related position or acceptance into a graduate or professional degree program.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac

preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Biochemistry

A minimum of 60 credits is required for transfer into the BS in Biochemistry program, and the following courses must be completed: general chemistry 1 and 2, organic chemistry 1 and 2, general biology 1, and physics 1. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Pre-Calculus		4
General Chemistry I		4
Elective		3
Credits		14
Spring Semester		
English II		3
Calculus I		4
General Chemistry II		4
General Biology I		4
Credits		15
Second Year		
Fall Semester		
Organic Chemistry I		4
Physics I		4
Microbiology		4
Elective		3
Credits		15
Spring Semester		
Organic Chemistry II		4
Elective		3
Elective		3
Elective		3
Elective		3
Credits		16
Total Credits		60

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. Students gain knowledge about the wide range of properties and reactions of inorganic, organic and biological compounds. Lab courses enable you to carry out syntheses and analyze materials. You also get hands-on access to a sophisticated array of instruments, which include a variety of spectrophotometers and chromatographic systems, to help build confidence in your ability to solve complex problems in the field. You 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. Students are encouraged to pursue real-life work experience in the form of internships.

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 or MA 151 should take MA 140. MA 153 and MA 154 are 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.

Students majoring in chemistry must complete the following requirements:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		3
Chemistry 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
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 I Lab	4
CHE 410	Inorganic Chemistry	3
CHE 420	Chemistry Integrative Capstone	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
Upper level CHE elective course ³		3
Cognate Courses⁴		
MA 141	Calculus of a Single Variable ^{4,5}	3
PHY 110 & 110L	General Physics I and General Physics I Lab ^{4,6}	4
PHY 111 & 111L	General Physics II and General Physics II Lab ^{4,6}	4
Open electives⁷		
Total Credits		113

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ Typically CHE 300.

⁴ Required courses, which support the chemistry major and may be used to satisfy requirements outside of the major

⁵ MA 151 may be substituted for MA 141. MA 153 and MA 154 are also highly recommended but not required.

⁶ PHY 121 and PHY 122 may be substituted.

⁷ Students take open electives to fulfill the minimum number of credits for graduation. Number of credits may vary depending on foreign language and math placement scores. Some cognate course credits may count toward the University Curriculum requirements.

Minimum number of credits required for graduation is 120.

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.

Student Learning Outcomes

Upon completion of the chemistry program, students will demonstrate the following competencies:

- Disciplinary Knowledge:** Develop a broad knowledge base of chemical principles in the areas of general, organic, analytical, inorganic, physical, and biochemistry along with cognate knowledge in the areas of physics and mathematics.
- Laboratory Skills:** Develop relevant knowledge and hands-on skills to be able to work safely and independently in a chemistry laboratory setting to collect, record and evaluate experimental data including the utilization of both classical and instrumental techniques.
- Scientific Information Literacy:** Conduct relevant field-specific searches of scientific databases to locate research articles related to a topic or problem and gain experience in reading, interpreting and discussing research literature in the field.
- Research Experience:** Apply acquired knowledge and skills to investigate problems by working on independent mentored project(s)

through a senior research project, independent research, internship(s) and/or summer research study.

- Critical Thinking and Problem-Solving:** Apply knowledge and skills to solve increasingly complex conceptual and quantitative problems in the field.
- Scientific Communication:** Demonstrate competency in oral and written expression of the results of their laboratory work through written lab reports, poster presentations and seminar presentations.
- Career Advancement:** Be competitive for employment in an entry-level field-related position or acceptance into a graduate or professional degree program.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a chemistry major).

Suggested Transfer Curriculum for BS in Chemistry

A minimum of 60 credits is required for transfer into the BS in Chemistry program, and the following courses must be completed: general chemistry 1 and 2, calculus 1, organic chemistry 1 and 2 and physics 1 and 2 (calculus 2 is also highly recommended, but not required). Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits		
First Year				
Fall Semester				
English I		3	CHE 111 & 111L	General Chemistry II and General Chemistry II Lab 4
General Chemistry I		4	CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab 4
Calculus I		4	CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab 4
Elective		3	CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab 4
Credits		14	Elective	
Spring Semester			Select one of the following:	
English II		3	CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab 4
General Chemistry II		4	CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab
Calculus II		4	CHE 315 & 315L	Biochemistry I and Biochemistry I Lab
Elective		3	Total Credits	
Elective		3	24	
Credits		17		
Second Year				
Fall Semester				
Organic Chemistry I		4		
Physics I		4		
Elective		3		
Elective		3		
Credits		14		
Spring Semester				
Organic Chemistry II		4		
Physics II		4		
Elective		3		
Elective		3		
Elective		3		
Credits		17		
Total Credits		62		

Minor in Chemistry

Program Contact: Carol Fenn (carol.fenn@qu.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.

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
Required		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4

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 preparing them to become accomplished citizens and professionals capable of critical thinking and independent analysis.

- Bachelor of Science in Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/data-science-bs/>)
- Bachelor of Science in Economics (p. 186)
- Minor in Applied Statistics and Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/applied-statistics-and-data-science-minor/>)
- Minor in Economics (p. 188)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-mba/>)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-accounting/>)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ba-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-journalism/>)

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. The Economics major has four tracks allowing students the flexibility to choose their own path through the major. 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

Students majoring in economics must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		3
Economics Core Requirements		
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 450	Senior Seminar	3
Additional coursework to satisfy Economics track chosen ³		15-18
Free Electives		35-38
Total Credits		120

¹ All students must complete the University Curriculum (p. 65) requirements

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ Students may request permission from the Economics Department Chair to use one non-economics course to fulfill their major requirements.

Track Options (Complete One Track)

General Economics Track

This track provides students with a well-rounded curriculum to prepare them for any number of careers including, but not limited to banking, consulting, financial research, the government, the hedge fund industry and insurance firms.

Code	Title	Credits
EC 365	Econometrics	3
Four additional Economics courses at the 200-level or above		12

Policy Track

This track allows students who are leaning toward a career in public policy to focus more on courses in that area, while still maintaining flexibility for other career options.

Code	Title	Credits
Four additional Economics courses at the 200-level or above		12
Two additional Social Science courses at the 200-level or above		6

Commerce Track

This track allows students who are leaning toward a career in commerce or industry to focus more on courses in business, while still maintaining flexibility for other career options.

Code	Title	Credits
Four additional Economics courses at the 200-level or above		12
Two additional School of Business courses at the 200-level or above		6

Quantitative Track

This track provides students with strong mathematical and analytic skills to further develop those skills in preparation for the more data-driven careers in government and business, as well as develop the skills to help them succeed at the graduate level in economics.

Code	Title	Credits
EC 365	Econometrics	3
Three additional Economics courses at the 200-level or above		9
Two additional quantitative courses including:		6
Any Data Science Course		
EC 366	Advanced Econometrics	
MA 140	Pre-Calculus	
MA 141	Calculus of a Single Variable	
MA 150	Integral Calculus With Applications	
MA 151	Calculus I	
MA 152	Calculus II	
MA 153	Calculus II: Part A	
MA 154	Calculus II: Part B	
MA 229	Linear Algebra	
MA 251	Calculus III	
MA 265	Matrix Algebra and Differential Equations	
Any 300-level Mathematics Course		

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major

(e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Economics

A minimum of 60 credits is required for transfer into the BS in Economics program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Principles of Microeconomics		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Principles of Macroeconomics		3
Elective		3-4
Elective		3-4
Elective		3
Credits		15-17
Second Year		
Fall Semester		
Statistics		3
Elective		3
Elective		3
Elective		3
Elective		3-4
Credits		15-16
Spring Semester		
Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-63

Students planning to transfer into the BS in Economics major at Quinnipiac University are highly encouraged to contact the Economics Department Chair, Donn Johnson (Donn.Johnson@qu.edu).

Minor in Economics

Program Contact: Donn Johnson (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. Students may request permission from the economics department chair to use one non-economics course to fulfill their minor requirements.

Code	Title	Credits
Possible courses include:		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 205	Current Economic Issues	3
EC 206	Urban Economics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 272	Advanced Applied Statistics	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 364	Managerial Economics	3
EC 365	Econometrics	3
EC 366	Advanced Econometrics	3
EC 375	Development Economics	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 36 credit 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 first-year students 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 to become:

Serious Readers: English majors take reading (and re-reading) seriously. We analyze and discuss the nuances of poetic form, narrative voice and critical argument. We study historical and cultural contexts in order to grasp and internalize new and unfamiliar perspectives. We read to dissect, and we read to enlarge. English majors read the world around them with open minds and critical precision.

Skillful Writers: Language is the English major's medium. We combine words and phrases the way painters combine colors and textures. We write to make sense of our reading, to organize our thoughts, and to express ourselves in clear and compelling ways. In writing workshops, we

learn the value of collaboration and constructive criticism as we hone our craft. The practice of effective communication through writing makes the English major a sought-after candidate for a wide variety of 21st-century careers.

Global Thinkers: The nature of the English major is to work toward understanding, valuing and respecting the traditions of peoples from a variety of cultures. English majors encounter a wide array of human experience in the literature we study, and we celebrate the ways difference and diversity expand our appreciation for the complex worlds that we navigate.

Creative Problem Solvers: Where some see problems, the English major sees possibilities. The world of the English major is the world of the imagination. We learn to read old and familiar expressions in new and unexpected ways. We value innovation over stagnation and novelty over cliché. The ability to confront an issue with a variety of approaches and perspectives gives the English major an edge when it comes to solving problems.

- Bachelor of Arts in English (p. 189)
- Minor in English (<http://catalog.qu.edu/arts-sciences/english/english-minor/>)

Bachelor of Arts in English

Program Contact: Valerie Smith (valerie.smith@qu.edu) 203-582-8452

The English Department inspires students to engage with big ideas in literature and to express themselves in writing with eloquence and style. By studying great works of prose and poetry from the medieval period to the present, students deepen their understanding of diverse cultures, histories and sociopolitical perspectives. In our intensive writing courses, students hone their skills with language and find their unique voices as poets, fiction writers, essayists and critics. English majors practice strong writing, active reading, careful research and creative thinking, all of which are crucial skills for success in 21st-century careers.

As an English major, you'll work closely with a faculty adviser to craft a curriculum that focuses on your literary interests and career goals. All English majors have the option of declaring a concentration in creative writing or secondary education, tailoring their curriculum to focus in these areas. Our flexible 36-credit major is also ideal for adding a double major or minor in complementary disciplines like Law and Society, Psychology, Drama, Biology, Film, Journalism, Game Design, Public Relations and many others.

English majors are encouraged to pursue internships. The flexible major allows students to pursue 1-credit, repeatable internships 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

Students majoring in English must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
English Major Requirements		
Flexible Requirements:		
Select at least 6 credits at the EN 300 level from each category (A and B) and an additional 9 credits at the 200 or 300 level from either category; courses cannot count for multiple categories:		
A. Language, Rhetoric, Genre and Form		
B. Periods, Places, Cultures and Identities		
Advanced Requirements		
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 (WGS 235)	
EN 265	Black Writers in and Beyond the US	
EN 277	Literature of the Americas	
EN 338	American Literature by Women of Color (WGS 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 321	Twentieth-Century British Literature	
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

Free Electives	17-20
Total Credits	99-105

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 ³		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

¹ All students must complete the 46 credits of the University Curriculum (p. 65).

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ 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
Credits in the concentration can count for flexible and advanced requirements		
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

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across

multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Written communication:** an increasing command of language use and conventions.
2. **Writing to learn:** growth in writing effectively to learn about and convey knowledge and ideas about literature in essays and/or creative texts.
3. **Writing proficiency:** the ability to summarize and synthesize written materials into a fluent, coherent and edited text.
4. **Inquiry-driven analysis:** the ability to read texts proficiently and critically leading to rigorous analysis that explains the complexities, difficulties, ambiguities and contradictions in texts.
5. **Critical thinking:** the ability to evaluate and compose arguments based on logic and evidence, using counterarguments.
6. **Creative thinking:** strong integrative skills and an ability to see patterns and connections among texts and arguments.
7. **Research methods:** the ability to investigate the contexts of critical and creative writing, including historical context, literary history, canons, language and terms appropriate to literature and textuality; facility with theoretical and scholarly materials; perform research using methods employed in the analysis of various forms of writing.
8. **Cultural understanding:** the ability to determine how forms of writing create meanings, values and ideas, and how writing exposes social and economic perspectives and conflicts among nations, peoples and individuals throughout global history; assess how different forms of writing operate to pose questions about culture and question cultural assumptions.

Concentration in Creative Writing

English majors can earn a concentration in creative writing by completing 15 or more credits, within the 36-credit major, 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, within the 36-credit major, 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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in English

A minimum of 60 credits is required for transfer into the BA in English program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English/Composition I		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English/Composition II		3
Elective		3
Elective		3
Elective		3
Elective		3-4
Credits		15-16
Second Year		
Fall Semester		
English 200-level (EN 221 or EN 231)		3
English 200-level (EN 245 or EN 246)		3
Elective		3
Elective		3
Elective		3-4
Credits		15-16
Spring Semester		
English 200-level (EN 222 or EN 232)		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-62

DEPARTMENT OF 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.

Studying history helps students to appreciate their place in the world through a deeper understanding of the connection between the past and the present, a better awareness of the variety of human experience, and 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. 193)
- Minor in History (p. 195)

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. Students also take a required course in historical writing, and majors take a junior level seminar on historiography that introduces them to the actual production of historical knowledge and the creation of historical narratives and interpretive frameworks. In addition, all history majors have an experiential learning expectation that can be filled through a study abroad experience, an internship in history, or by taking the Introduction to Public History course. 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 201, 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

Students majoring in history must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
History Core Requirements ^{3,4,5}		
	European History	6
	American History	6
	Global History	6
	Select four electives 300 level or above	12
HS 201	Historical Writing	3
HS 303	Historiography	3
HS 408	Seminars in History	3
Free Electives		14-17
Total Credits		120-126

- ¹ All students must complete the University Curriculum (p. 65) requirements.
- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ No more than three courses may be at the 100 level.
- ⁴ The minimum requirement (36 credits) must be met with a grade of C or better in all courses.
- ⁵ Some courses will fill more than one requirement. Students take a total of 36 history credits.

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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

- 1. **Critical thinking:** Analyze, synthesize and evaluate historical information from multiple sources.
- 2. **Inquiry and analysis:** Distinguish between fact and fiction by employing a full range of techniques and methods used to gain historical knowledge while understanding that there is no one historical truth.
- 3. **Effective communication:** Produce a polished and thoroughly researched written work of history that engages with both primary sources and the secondary literature.
- 4. **Diversity and cultural awareness:** Become familiar with multiple cultures and diverse people from around the world and in different time periods.
- 5. **Oral communication:** Convey their historical knowledge verbally through public presentations.
- 6. **Historical knowledge:** Develop an understanding of the general chronology of the past and demonstrate an understanding of cause and effect in history.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in History

A minimum of 60 credits is required for transfer into the BA in History program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
United States History I		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
United States History II		3
Elective		3-4
Elective		3-4
Elective		3
Credits		15-17
Second Year		
Fall Semester		
Elective		3-4
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Elective		3
Elective		3

Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-63

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. Students must select at least one course (3 credits) from each of the following areas of history: American, European and non-Western. At least two courses (6 credits) must be at the 300-level or above and should be chosen with the consultation of the department chair. No more than three classes can be at the 100 level.

Code	Title	Credits
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	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 214	Ancient Greek History (PL 214)	3
HS 215	American Business History	3
HS 219	Colonial America and the Atlantic World	3
HS 220	American Environmental History (ENV 221)	3
HS 224	The Real Housewives of Early Modern World	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 234	Borders & Battles: Conflict and the Legacy of Empire	3
HS 235	Blood and Revolution in China/Asian Studies	3
HS 236	Japan's Modern Empire/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 270	The East Is Red": Communism in Asia	3
HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	3
HS 272	Pirates and Matriarchs: Island Southeast Asia	3
HS 273	African History and Culture	3
HS 274	Modern India	3
HS 282	Global Environmental History (ENV 282)	3
HS 300	Special Topics in American History	3
HS 301	Special Topics II - European History	3
HS 302	Special Topics III: Global History	3
HS 303	Historiography	3
HS 305	Vietnam (COM 305)	3
HS 306	Frederick Douglass and Ireland	3
HS 307	The Holocaust	3
HS 312	The Age of Pericles	3
HS 317	The European Reformation	3
HS 321	European History, 1914-1945	3
HS 322	History of World War I	3
HS 323	World War II	3
HS 325	History of England: 1688 to the Present	3
HS 326	Witches and Werewolves in the Early Modern World (WGS 326)	3
HS 327	Islamic Societies and Cultures to 1300	3
HS 328	Gender in the Non-Western World (WGS 328)	3
HS 330	History of Western Medicine	3
HS 332	History of India	3
HS 333	The Middle East, 1300-1919; Critical Issues	3
HS 334	Bollywood and History: Constructing India's Past	3
HS 340	Native American History	3
HS 341	The American Revolution	3

HS 344	Civil War and Reconstruction	3
HS 349	American Maritime History (ENV 349)	3
HS 350	Introduction to Public History	3
HS 360	The Two Koreas	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 two 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.

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. 197)
- Minor in Law in Society (p. 199)
- Minor/Certificate in Legal Studies (p. 199)

Quinnipiac's Minor/Certificate in Legal Studies is approved by the American Bar Association.

Bachelor of Arts in Law in Society

Program Contact: Michelle D. Miller (michelle.miller@qu.edu)
203-582-3231

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

Students majoring in Law in Society must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Law in Society Core Requirements		
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 (P0353)	3
LE 485	Legal Internship Seminar	3
LE 490	Senior Seminar in Law in Society	3

Law in Society Elective Courses

At least 9 credits must be at the 300 level:

Legal Practice Electives

Select two courses of the following:

6

LE 312	Family Law
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 355	Environmental Law (ENV 355)
LE 360	Mediation
LE 370	Negotiation

Alternative Perspectives in the Law Electives

Select one of the following:

3

LE 250	Gender and the Law (WGS 250)
LE 317	International Law (PO 317)
LE 319	International Law and the Individual
LE 329	European Union Law
LE 336	Immigration Law
LE 342	Comparative Constitutional Law (PO 342)
LE 356	International Environmental Law (ENV 356)

Legal Studies Electives

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 233	Law for Everyday Life
LE 300	Special Topics
LE 312	Family Law
LE 322	Health Care Law (HSC 322)

Three additional courses chosen from any LE elective, including those in Legal Practice and Alternative Perspectives

9

Additional Requirements³

SO 101	Introduction to Sociology	3
Select a 200-level English course		3
Select an American History course		3
Free Electives		5-8

Total Credits**120-126**

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ 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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

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 first-

year students 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. 19) page of this catalog.

Minor in Law in Society

Program Contact: Michelle D. Miller (michelle.miller@qu.edu)
203-582-3231

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.

Minor Policy: Students may complete only one minor using the same courses. Majors may not complete a minor within the same department.

Law in Society Minor Curriculum

Code	Title	Credits
Required courses		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
Elective courses		
Select 12 credits of LE courses. At least 6 credits must be at the 300 level ¹		12
Total Credits		18

¹ Electives may be taken from all legal studies courses, except LE 485 and LE 490; minors may not take LE 485 or LE 490.

Students must meet the prerequisites for elective courses.

Code	Title	Credits
Other courses that may be used as electives		
No more than one from this list:		
BLW 221	Business Law and Society	3
MSS 340	Communications Law and Policy	3
PL 103	Logical Reasoning	3

Minor/Certificate in Legal Studies (ABA-Approved)

Program Contact: Michelle D. Miller (michelle.miller@qu.edu)
203-582-3231

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.

Minor Policy: Students may complete only one minor using the same courses. Majors may not complete a minor within the same department.

Legal Studies Minor/Certificate Curriculum

A total of 21 credits are required for completion of the minor/certificate:

Code	Title	Credits
Required Courses ¹		15
LE 101	Introduction to the American Legal System	
LE 211	Legal Reasoning, Research and Writing I	
LE 212	Legal Reasoning, Research and Writing II	
LE 305	Civil Procedures	
LE 485	Legal Internship Seminar	
Legal Studies Electives (choose two from electives approved as Legal Practice. Other courses cannot be substituted.)		6
LE 312	Family Law	
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 355	Environmental Law (ENV 355)	
LE 360	Mediation	
LE 370	Negotiation	

¹ 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.

Learning Outcomes

Students who graduate with a Minor/Certificate in Legal Studies will demonstrate the following competencies:

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 AND STATISTICS

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 is the 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 other fields.

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 informed and responsible citizens, and learn to appreciate the relevance of mathematics in society.

- Bachelor of Arts in Mathematics (p. 202)
- Bachelor of Science in Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/data-science-bs/>)
- Minor in Applied Statistics and Data Science (<http://catalog.qu.edu/arts-sciences/mathematics/applied-statistics-and-data-science-minor/>)
- Minor in Mathematics (p. 203)

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for a BA in Mathematics

A minimum of 60 credits is required for transfer into the BA in Mathematics. Below is a recommended plan of study for first two years prior to matriculation at Quinnipiac University.

If a student begins their studies at a level lower than Calculus 1 (for instance, MAT 186) it is recommended that he/she take summer classes to catch up by the end of the spring semester of their second year. Classes numbered below MAT 210 may transfer in as general college credit, but would not apply toward the Mathematics major.

Course	Title	Credits
First Year		
Fall Semester		
EN 101		3
Calculus I (MAT 254)		4
Elective		3
Elective		3
Elective		3
Credits		16
Spring Semester		
English 102		3
Calculus II (MAT 256)		4
Elective		3-4
Elective		3
Elective		3
Credits		16-17
Second Year		
Fall Semester		
Calculus III (MAT 268)		4
Discrete Math (MAT 210) ¹		3
Elective		3-4
Elective		3

Elective	3
Credits	16-17
Spring Semester	
Linear Algebra (MA 272)	3
Differential Equation (MA 285) ¹	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	63-65

¹ Optional but recommended

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 is the 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 other important fields.

BA in Mathematics Curriculum

Students majoring in mathematics must meet the following requirements for graduation. Note: a C- or better is required for all departmental prerequisites, unless otherwise stated. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the Mathematics major.

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Calculus Sequence		
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
Additional Mathematics Core Courses		
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
Electives		
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 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 421	Advanced Algebra	
MA 451	Elements of Point-Set Topology	
Free Electives		17-20
Total Credits		120-126

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

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

- Students interested in **teaching** must take MA 285 or MA 371.
- 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 take MA 371, MA 372, and MA 378. CSC 110 is also recommended along with a Minor in Finance (p. 260) or Business (p. 269).

Code	Title	Credits
MA 285	Applied Statistics	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

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Students graduating with a major in mathematics will demonstrate the following competencies:

- Application:** Apply the fundamental concepts of calculus and linear algebra to solve both abstract and applied problems.
- Communication:** Communicate mathematics effectively, both orally and in writing.

- Collaboration:** Collaborate effectively to understand and solve mathematical problems.
- Abstraction:** Recognize and describe abstractions that unify mathematical structures and problems.
- Appreciation:** Articulate an understanding of the nature and value of mathematics and the unique epistemology of the subject.
- Technology:** Apply appropriate technology in exploring mathematical concepts and solving mathematical problems.
- Independence:** Independently investigate and acquire mathematical knowledge and formulate strategies to solve mathematical problems.
- Analysis:** Read and judge the validity of mathematical proofs and write proofs that are clear and valid.

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 first-year students 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. 19) page of this catalog.

Minor in Mathematics

Program Contact: Cornelius Nelan
(Cornelius.Nelan@qu.edu) 203-582-8003

Mathematics 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. Students develop expertise that is applicable in nearly every field, from computer science and finance to education and health care, and obtain tools that provide 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 ¹		9
Total Credits		18

- ¹ 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. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the Mathematics Minor.

DEPARTMENT OF MODERN LANGUAGES, LITERATURES AND CULTURES

The Department of Modern Languages, Literatures and Cultures offers a major in Spanish Language and Cultures and minors in Italian and Spanish. Students can also explore a treasure trove of other languages at the introductory (and, in some cases, through to the intermediate level) in Arabic, Chinese, French, German, Hebrew, Japanese and Polish.

The study of modern languages along with the literatures and cultures associated with them, is valuable both personally and professionally. 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 in an important way to the 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. For more information please visit cas360.qu.edu/ (<https://cas360.qu.edu/>) and search for "Language Placement Exam."

Study Abroad

Study abroad is encouraged for all students, especially those majoring in Spanish or minoring in Italian or Spanish. Quinnipiac facilitates wonderful opportunities for study abroad, and accepts relevant credit from colleges and universities abroad. Please visit the Study Abroad page (p. 63) for additional information.

The mission of the Department of Modern Languages, Literatures and Cultures is to help students develop effective communication skills and cultural critical thinking and knowledge in their chosen language of study. Students thus build a strong educational foundation to thrive as global citizens whose minds are opened to new ways of thinking, communicating, and perceiving the world in all of its rich multidimensionality.

- Bachelor of Arts in Spanish Language and Cultures (p. 205)
- Minor in Italian (p. 207)
- Minor in Spanish (p. 207)

Bachelor of Arts in Spanish Language and Cultures

Program Contact: Aileen Dever (Aileen.Dever@qu.edu) 203-582-8500

The study of Spanish Language and Cultures offers a number of advantages. Students become proficient in oral and written Spanish and also learn about the rich cultural heritage, art, literature and history of Spain and Spanish-American countries. Students with language skills and international awareness are highly prized 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. A degree in Spanish helps to prepare students for successful careers that depend on facility with the language and familiarity with the culture and include fields such as communications, criminal justice,

education, government, health care, international business, journalism, law, public relations and 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 Cultures Curriculum

Students majoring in Spanish Language and Cultures must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Spanish Core Requirements		
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 ³	
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	
SP 401	Advanced Spanish Grammar	
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 329	Spanish American Literature from 1880 to Present	
SP 328	Spanish American Literature from the Conquest to 1880	
SP 335	Nineteenth-Century Literature of Spain	
SP 348	Spanish Drama and Poetry of the Golden Age	
SP 351	The Modern Spanish Short Story	

SP 371	Survey of Spanish-American Literature	
Complete Senior Seminar		
SP 450	Senior Seminar	3
Free Electives		17-20
Total Credits		120-126

- 1 All students must complete the University Curriculum (p. 65) requirements.
- 2 Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- 3 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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the bachelor's degree in Spanish Language and Cultures, students will demonstrate the following proficiencies:

1. **Oral and Written Communication:** Attain a high degree of linguistic proficiency in spoken and written expression. Students will achieve reading and writing literacy as well as oral and aural ability to communicate in Spanish.
2. **Critical and Creative Thinking:** Re-envision new ways to think about themselves and the rich multi-dimensionality of the world in which they live.

3. **Diversity Awareness and Sensitivity:** Demonstrate intercultural competency to interpret and address complex problems that require knowledge and understanding of diverse perspectives to work collaboratively and constructively with others. Students will acquire knowledge of the traditions as well as the ethnic and cultural backgrounds of Spanish-speaking peoples.

4. **Analysis:** Evaluate ideas, sources and contexts to base arguments on evidence and reason. Students will be able to read and analyze a variety of recognized works of peninsular Spanish and Spanish-American literatures.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Spanish

A minimum of 60 credits is required for transfer into the BA in Spanish program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3

Elementary Spanish I	4
Elective	3
Elective	3
Elective	3
Credits	16
Spring Semester	
English II	3
Elementary Spanish II	4
Elective	3-4
Elective	3-4
Credits	13-15
Second Year	
Fall Semester	
Intermediate Spanish I	3
Elective	3-4
Elective	3
Elective	3
Elective	3
Credits	15-16
Spring Semester	
Intermediate Spanish II	3
Elective	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	59-62

Quinnipiac encourages transfer students to consider studying abroad at Colegio Delibes in Salamanca, Spain, during the summer after the sophomore year. Students could take "Intensive Course A" for 5 weeks and 100 contact hours to transfer SP 301 and SP 302 to Quinnipiac, or could study for 4 weeks for credits for SP 301 only. For more information on this study-abroad opportunity, please contact Professor Aileen Dever (aileen.dever@qu.edu).

Minor in Italian

Program Contact: Filippo Naitana (Filippo.Naitana@qu.edu)
203-582-3334

The Italian minor 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 is the breadth 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 "Florence and the Making of the Renaissance" and "Italy: A Journey Through its Food, History and Culture," which are 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 the Renaissance (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: Aileen Dever (Aileen.Dever@qu.edu) 203-582-8500

Spanish is the official language of 21 countries and territories, and is spoken by nearly half a billion people. Acquiring a basic foundation in Spanish can be a valuable asset in many fields, from government and business to health care and education. This program immerses students in the language, so they acquire a cultural understanding of Spanish-speaking countries and communities around the world.

Students will have the flexibility to shape their minor and hone their language skills in electives that explore a broad range of topics from culture to literature. In addition to exploring subjects as varied as pre-Columbian civilizations and contemporary cultures, students can choose to study abroad in Spain or throughout Latin America. Some students opt for a semester program and others for intensive summer immersion at Colegio Delibes in Salamanca, Spain.

The minor in Spanish offers students a solid foundation in Spanish and a well-rounded entry to 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 are required to 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.

Eligible Spanish minors have the opportunity for induction into *Sigma Delta Pi*, the National Spanish Honor Society.

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
Possible courses include:		
SP 101	Elementary Spanish I	3
SP 102	Elementary Spanish II	3
SP 105	Spanish for Health Professions	3
SP 201	Intermediate Spanish I	3
SP 202	Intermediate Spanish II	3
SP 203	Environmental Spanish (ENV 203)	3
SP 205	Cultura Puertorriquena	3
SP 215	Spanish for Business	3
SP 220	Legal Spanish	3
SP 225	Cultura Cubana	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	The Modern Spanish Short Story	3
SP 370	History of the Romance Languages	3
SP 371	Survey of Spanish-American Literature	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.

In addition to majors, 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 and gender 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. 209)
- Bachelor of Arts in Political Science (p. 210)
- Minor in Philosophy (p. 214)
- Minor in Political Science (p. 214)
- Washington, D.C., Program (p. 215)

Bachelor of Arts in Philosophy

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

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

Students must obtain a minimum grade of C in all philosophy courses. No more than 6 credits of independent study (PL 299, PL 399) may count toward completion of the major. Students majoring in philosophy must meet the following requirements:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Philosophy Core Requirements		
PL 101	Introduction to Philosophy	3
PL 102	Introduction to Ethics	3
PL 103	Logical Reasoning	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 401	Senior Seminar	3
Electives		
Select six philosophy or cognate courses:		18
Philosophy courses:		
PL 214	Ancient Greek History (HS 214)	
PL 222	Bioethics	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology, Environment and Social Transformation (ENV 238)	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 266	Diverse Global Philosophies	
	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 (WGS 330)	
PL 331	Philosophy of Humor	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy (PO 336)	
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 399	Directed Research in Philosophy	
Cognate courses: ³		

CSC 350	Intelligent Systems
HS 312	The Age of Pericles
PO 215	Political Theory
PO 216	American Political Thought
PO 315	Democratic Theory and Practice
SO 201	Sociological Theory
Free Electives	17-20
Total Credits	120-126

- ¹ All students must complete the University Curriculum (p. 65) requirements.
- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ In addition to philosophy courses, a student may count up to two of the cognate courses toward completion of the philosophy major.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Knowledge:** Demonstrate understanding of the major traditions, themes and figures in metaphysics, epistemology and ethics across global history and as they emerge in specific cultures, regions or nations of the world.
2. **Reflection:** Ability to reflect critically, ethically and holistically on human problems affecting their lives (e.g., peace, environmental sustainability, globalization, technology, health, death, social and political justice), and to isolate and define specific philosophical questions for further inquiry.

3. **Critical Thinking:** Ability to use inquiry and critical thinking techniques for detecting fallacies and for appraising the validity of arguments.
4. **Synthesis:** Skills of creatively synthesizing new ideas, based on knowledge from a diverse range of historical, regional and cultural perspectives.
5. **Communication:** Ability to communicate effectively one's own views and judgments in precise, reasoned, coherent and persuasive writing and speaking.

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 first-year students 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. 19) page of this catalog.

Bachelor of Arts in Political Science

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

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. Through their coursework and activities, students develop foundational knowledge regarding the causes and consequences of socioeconomic inequalities in the U.S. 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. 213). 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 QU in DC (p. 215) program, a political science course taken as part of a Study Abroad (p. 63) 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. 211).

BA in Political Science Curriculum

The BA in Political Science requires the completion of courses in the University Curriculum, the CAS curriculum and the political science core curriculum, 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. Students majoring in political science must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Political Science Core Courses		
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 QU in DC course or Study Abroad course in politics or other course approved by the department.		3-6
Political Science Track electives or cognate courses (choose a track from the list below)		15
Free Electives		17
Total Credits		120-126

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 QU in DC (p. 215) program, a political science course taken as part of a Study Abroad (p. 63) 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. 63) program;
- A political science course taken in the QU in DC program (p. 215) 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 Policy	
PO 209	Environmental Politics and Policy (ENV 209)	
PO 216	American Political Thought	
PO 219	Feminist Political Thought (WGS 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 295	Internship in Political Science	
PO 297	Simulating International Organizations	
PO 299	Independent Study in Political Science	
PO 300	Special Topics	
PO 302	The Global Civic Dilemma	
PO 311	Topics in International Relations	
PO 312	Philosophy of War and Peace (PL 312)	
PO 313	Development, Globalization and Colonialism	
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 328	Politics and Governance in Africa	
PO 331	Topics in Comparative Government	
PO 332	European Politics	
PO 334	Topics in African Politics	
PO 335	Politics of Race and Ethnicity	
PO 336	Contemporary Social and Political Philosophy (PL 335)	
PO 337	Human Rights: Theory and Practice (PL 337)	
PO 342	Comparative Constitutional Law (LE 342)	

PO 349	Political Communication (MSS 349)
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 (WGS 387)
PO 390	Urban Public Policy
PO 399	Independent Study in Political Science
Cognate courses: ³	
IB 201	Globalization and International Business
PS 261	Social Psychology
SO 264	Power and Social Institutions

Total Credits 15

Public Policy and Leadership Track

Code	Title	Credits
Select 15 credits of the following:		15
PO 205	Public Policy and Administration	
PO 206	Ethics and Public Policy	
PO 209	Environmental Politics and Policy (ENV 209)	
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 349	Political Communication (MSS 349)	
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 (WGS 387)	
Cognate courses: ³		
PS 261	Social Psychology	
SO 264	Power and Social Institutions	

Total Credits 15

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 (ENV 209)	
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 313	Development, Globalization and Colonialism	
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: ³		
IB 201	Globalization and International Business	

Total Credits 15

- ¹ All students must complete the University Curriculum (p. 65) requirements.
- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science

—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Understanding:** Knowledge and understanding of the scope of political theory, history, diverse human interests and cultures, and a wide range of political phenomena (e.g., intercultural relations, institutions, systems of power, electoral systems, political behavior, policy issues, forms of political action, and rival accounts of political stability and change).
2. **Empirical Inquiry:** Ability to assess diverse theories and empirical evidence in the political science field, to independently frame a research question with a research design, and to then carry out a basic exploratory investigation.
3. **Normative Inquiry:** Capacity for normative analysis of politics, founded on knowledge of the core concepts and history of political theory: Major texts, multiple schools of thought, and diverse cultural theoretical perspectives.
4. **Responsible Engagement:** Capability for reflection on one’s own experiences of action in civic or political engagement, in a way which synthesizes empirical inquiry, normative inquiry, ethical responsibility, and respect for diverse perspectives in the political world.
5. **Communication:** Verbal and written ability to communicate one’s political judgments in clear, organized, concise and reasoned persuasive arguments, supported by analysis of moral norms, empirical evidence.

Politics Track

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 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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Political Science

A minimum of 60 credits is required for transfer into the BA in Political Science program. Students are recommended to take either Introduction to Political Science or Introduction to International Relations (or both),

as well as a data analysis or statistics course. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
American Government		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Political Science Elective		3
Elective		3-4
Elective		3
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Political Science Elective		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-62

Minor in Philosophy

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

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 transferable 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 102	Introduction to Ethics	
PL 103	Logical Reasoning	
PL 214	Ancient Greek History (HS 214)	
PL 222	Bioethics	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology, Environment and Social Transformation (ENV 238)	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
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 (WGS 330)	
PL 331	Philosophy of Humor	
PL 332	Ancient Philosophy	
PL 333	Modern Philosophy	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy (PO 336)	
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: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

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, political movements, constitutional principles, colonialism, and presidential politics, to name a few. You are also free to experience the political arena first-hand through an internship with the Connecticut Legislature in Hartford or a local campaign. Or, you can learn about political journalism by working at a media outlet. 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
Possible courses include:		
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 200	Special Topics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Policy	3
PO 209	Environmental Politics and Policy (ENV 209)	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 219	Feminist Political Thought (WGS 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 280	Congress and the President	3
PO 295	Internship in Political Science	1-3
PO 297	Simulating International Organizations	1
PO 299	Independent Study in Political Science	1-3
PO 300	Special Topics	3
PO 302	The Global Civic Dilemma	4
PO 303	Political Inquiry	3

PO 311	Topics in International Relations	3
PO 312	Philosophy of War and Peace (PL 312)	3
PO 313	Development, Globalization and Colonialism	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 328	Politics and Governance in Africa	3
PO 331	Topics in Comparative Government	3
PO 332	European Politics	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 336	Contemporary Social and Political Philosophy (PL 335)	3
PO 337	Human Rights: Theory and Practice (PL 337)	3
PO 342	Comparative Constitutional Law (LE 342)	3
PO 349	Political Communication (MSS 349)	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)	3
PO 365	Inside Washington, D.C.	3
PO 370	State and Local Government	3
PO 387	Women and Public Policy (WGS 387)	3
PO 390	Urban Public Policy	3
PO 395	Advanced Internship	1-9
PO 399	Independent Study in Political Science	1-10
PO 408	Senior Seminar	3

QU in DC

Program Director: Scott McLean (scott.mclean@qu.edu) 203-582-8686

Acting Faculty Liaison (Fall 2021): Jennifer Sacco (jennifer.sacco@qu.edu) 203-582-8972

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. With major department approval, courses and internships may be counted toward completion of a major or minor. 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. For details about the programs and application deadlines, please go to QU in DC webpage (<https://www.qu.edu/schools/arts-and-sciences/facilities-and-resources/quinnipiac-university-in-washington-dc/>) and contact the director of the program by email or at 203-582-8686.

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. 219)
- Bachelor of Science in Behavioral Neuroscience (p. 217)
 - Pre-Medical Studies (p. 58)
- Minor in Psychology (p. 222)

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 track or Psychological Science track) based on their individual goals and interests. Students can participate in supervised concentrations offered in our department to gain experience in applying their knowledge of psychology to a real-world setting.

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 such as medical school and students may fully participate in the Pre-Medical Studies program. Students are eligible for participating in the Master of Science in Molecular and Cell Biology Program (p. 179) or the Master of Health Sciences in Biomedical Sciences (p. 425) and their respective dual-degree programs (p. 172).

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 or PS 353. 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 the PS 357 course. 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

Students on the natural science track must complete a biological and physical science core, and a psychology core.

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Requirements ^{2,3}		6
Biological and Physical Science Core		
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 II Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Psychology Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4
or		
PS 353	Research Methods in Behavioral Neuroscience	3
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

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

All students majoring in Behavioral Neuroscience: psychological science track must complete a biological and physical science core and a psychology core.

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Requirements ^{2,3}		6
Biological and Physical Science Core		
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	Introduction to Research Methods in Psychology with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4
or		
PS 353	Research Methods in Behavioral Neuroscience	3
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

Code	Title	Credits
Behavioral Neuroscience majors, on either track, normally complete the following courses in their first year ⁴		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141 or MA 151	Calculus of a Single Variable ³ or Calculus I	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

- ¹ All students must complete the 46 credits of the University Curriculum (p. 65)
- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ Students who do not directly place into MA 141 should take MA 140.
- ⁴ 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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes¹

1. **Breadth of Knowledge of Psychology:** Use and evaluate various psychological perspectives to evaluate and predict complexities in affect, behavior and cognition; understand the history of the field and how psychology fits with other disciplines.
2. **Scientific Reasoning:** Conduct, interpret and evaluate scientific studies in terms of the reliability, validity and generalizability of the research designs; develop open-mindedness, curiosity and amiable skepticism toward claims.
3. **Ethical Responsibility:** Apply ethical standards to research and practice situations; demonstrate interpersonal sensitivity in work and communities.
4. **Communication Skills:** Demonstrate flexibility and clarity of argument in both written and oral communication.

5. **Personal Development:** Apply psychological thinking to issues encountered in work and personal life, such as using evidence to solve problems; engage in teamwork as well as self-reflection and self-management.

- ¹ Note, our discussion draws upon American Psychological Association's (APA) guidelines for the undergraduate psychology 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 first-year students 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. 19) 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. 58) 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: Paul LoCasto (Paul.LoCasto@qu.com) 203-582-3725

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 one of our concentrations to gain experience applying their knowledge of psychology to a real-world setting. 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. Our psychology majors graduate well prepared to enter the workforce or to pursue an advanced degree.

BS in Psychology Curriculum

In addition to the lab-based science required by the University Curriculum, psychology majors are required to 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.

Students majoring in psychology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Requirements ²		3
Psychology Requirements		
Psychological Science Core		
PS 101	Introduction to Psychology ³	3
PS 206	Introduction to Statistics in Psychology ³	3
PS 307	Introduction to Research Methods in Psychology with Lab ³	4
PS 308	Advanced Research Methods in Psychology with Lab ³	4
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors ⁴	3
Psychology Perspectives		
Biological Perspective (select one) ⁵		3
PS 252	Physiological Psychology	
Cognitive Perspective (select one) ⁵		3
PS 233	Cognitive Psychology	
Developmental Perspective (select one) ⁵		3
PS 236	Child and Adolescent Development	
Social Perspective (select one) ⁵		3
PS 261	Social Psychology	
Scientist-Practitioner Perspective (select one)		3
PS 272	Abnormal Psychology	
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
Free Electives		23
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 65).

- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ Students must earn a grade of C- or higher before moving on to the next course.
- ⁴ Senior standing required. Must be taken as a seminar during the regular academic year.
- ⁵ 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 three concentrations.

Applied Clinical Science Concentration

Students may apply to enroll in the applied clinical science (ACS) concentration 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 minimum 3.0 overall GPA is required to participate in the ACS concentration fieldwork courses. Space is limited in the fieldwork courses and, therefore, in some years enrollment in the concentration may be awarded on a competitive basis.

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.

Applied Cognitive Psychology Concentration

The applied cognitive psychology concentration focuses on providing students with the opportunity to gain job-relevant skills while exploring cognition. Students are exposed to major theories and methods in cognitive psychology, along with applications of cognitive psychology to the workplace (e.g., design thinking, task analysis, survey design) and careers that use insights and methods from cognitive psychology (e.g., behavioral engineering). Because cognitive psychology draws on a range of disciplines, students will also have the opportunity to explore cognition from a different field.

Applied Cognitive Psychology students must take:

Code	Title	Credits
PS 233	Cognitive Psychology	3
PS 333	Applied Cognition	3
Elective ¹		3
Skill-Building ²		3

- ¹ Elective from a related discipline (e.g. computer science, philosophy, industrial or software engineering) to be decided upon by student in consultation with a faculty member in the cognitive perspective.
- ² Skill-building through internship, independent research, or relevant training (e.g. certification of technical skill) to be decided upon by student in consultation with a faculty member in the cognitive perspective.

The Applied Cognitive Psychology program emphasizes:

1. Applying theories and methods from cognitive psychology to real-world contexts
2. Exploring and experiencing multidisciplinary careers in cognitive psychology
3. Building marketable skills that are relevant for a range of careers (e.g., public speaking, collaboration), as well as specific skills that are relevant for jobs in cognitive psychology (e.g., task analysis, survey design)

Industrial-Organizational Psychology Concentration

Students may elect to enroll in the industrial/organizational (I-O) 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.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes¹

1. **Breadth of Knowledge of Psychology:** Use and evaluate various psychological perspectives to evaluate and predict complexities in affect, behavior and cognition; understand the history of the field and how psychology fits with other disciplines.
2. **Scientific Reasoning:** Conduct, interpret and evaluate scientific studies in terms of the reliability, validity and generalizability of the research designs; develop open-mindedness, curiosity and amiable skepticism toward claims.
3. **Ethical Responsibility:** Apply ethical standards to research and practice situations; demonstrate interpersonal sensitivity in work and communities.
4. **Communication Skills:** Demonstrate flexibility and clarity of argument in both written and oral communication.
5. **Personal Development:** Apply psychological thinking to issues encountered in work and personal life, such as using evidence to solve problems; engage in teamwork as well as self-reflection and self-management.

¹ *Note, our discussion draws upon APA Guidelines for the Undergraduate Psychology 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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Psychology

A minimum of 60 credits is required for transfer into the BS in Psychology program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Statistics		3
General Psychology I		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Psychology Elective		3
Elective		3-4
Elective		3
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Abnormal Psychology		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Psychology Elective		3
Elective		3

Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-62

Please note: The BS in Psychology program at Quinnipiac University requires at least 50% (24 credits) of the psychology major requirements to be taken at Quinnipiac.

Minor in Psychology

Program Contact: William Jellison (William.Jellison@qu.edu) 203-582-3724

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 353, 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
Possible courses include:		
PS 101	Introduction to Psychology	3
PS 200	Special Topics in Psychology	3
PS 210	Human Sexuality (WGS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 233	Cognitive Psychology	3
PS 234	Adult Development & Aging (gt 234)	3
PS 236	Child and Adolescent Development	3
PS 242	School Psychology	3
PS 244	Psychology of Prejudice	3
PS 251	Introduction to Conditioning and Learning	3
PS 252	Physiological Psychology	3
PS 261	Social Psychology	3
PS 262	Psychology of Women and Gender (WGS 262)	3
PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 283	Introduction to Forensic Psychology	3

PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3
PS 290	The Psychology of Self-Improvement: Popular and Scientific Perspectives	3
PS 300	Special Topics in Psychology	3
PS 320	Psychology of Sport and Exercise (SPS 320)	3
PS 325	Health Psychology	3
PS 333	Applied Cognition	3
PS 354	Sensation and Perception	3
PS 355	Advanced Psychology of Learning	4
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 371	Clinical Psychology	3
PS 372	Child Psychopathology	3
PS 373	Positive 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 with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4
All Psychology Internship Courses		
PS 353	Research Methods in Behavioral Neuroscience	3
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. In addition to course content, students who choose one of these majors or minors acquire a valuable set of skills useful in their future professions or in graduate education, including:

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. More information about the different options is available on the Majors tab (p. 224). Coursework 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, and 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 academic preparation, 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 their study, students learn how groups interact and the social reasons for individual and group behaviors. Coursework is enriched by a required internship. Internships let students apply their classroom experiences in professional settings. Our internship program is unique as we meet with each student to assess their 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 coursework and to form a community among their peers. Sociology majors also 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 related 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 among others. Our program requirements incorporate the skills needed for the 21st-century workforce: diversity awareness, critical thinking, quantitative social scientific reasoning, and a 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 their 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 interdisciplinary program in gerontology focuses on the diverse needs and characteristics of America’s rapidly growing senior population. This program builds the foundation for you to enter a rewarding profession in a field with incredible demand—among the highest of all occupational fields. Our program is intentionally designed

to blend the academic and the professional from your first year through your senior year. You will build your knowledge of aging and older people with diverse topical courses in gerontology, sociology, psychology and biology. You'll also develop skills with courses on research methods and statistics, which provide valuable tools for any career. During your junior year and under the direction of our dedicated internship coordinator, you'll continue to incorporate professional skills, build ties to the community, and connect with potential employers in our required year-long internship. In your senior year, you will have the opportunity to synthesize your knowledge and skills by writing a grant proposal in our senior seminar. This course integrates content, skills, and professional connections in the community to prepare you for excellence in any career you may choose in the field of gerontology.

- Bachelor of Arts in Criminal Justice (p. 225)
- Bachelor of Arts in Gerontology (p. 227)
- Bachelor of Arts in Sociology (p. 228)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)
- Minor in Anthropology (p. 230)
- Minor in Criminal Justice (p. 231)
- Minor in Gerontology (p. 231)
- Minor in Sociology (p. 232)

Bachelor of Arts in Criminal Justice

Program Contact: Steve McGuinn (stephen.mcguinn@qu.edu)
203-582-8415

The criminal justice degree program offers students a comprehensive examination into law breaking behavior, crime as a social phenomenon, and methods of social control. Students complete coursework ranging from the evaluation of institutions of formal social control, such as policing, courts and corrections, to advocating for crime victims. The program places particular emphasis on experiential learning through its carefully structured internships and its community-based coursework. Upon successful degree completion, students are prepared to pursue advanced degrees (in a variety of areas including law school and social work) or assume careers in fields such as policing, corrections, law, social work, public administration, teaching, international peacekeeping and other areas of public policy related to crime, victimization and the administration of justice. Graduates who pursue careers outside the criminal justice field gain transferrable skills—critical thinking, problem identification, advanced oral and written communication—that are fundamental to success in any career.

Criminal Justice Curriculum

Students majoring in Criminal Justice must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Criminal Justice Core Requirements		
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 (SO 392/GT 392)	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/WGS 232) (course cross-listed)
CJ 240	Organized Crime
CJ 250	Youth Crime (SO 250)
CJ 253	Sexual Violence (WGS 253)
CJ 271	Public Order Crimes (SO 271)

Select one of the following criminal justice in practice options: 3

LE 225	Alternative Dispute Resolution
CJ 200	Special Topics
CJ 243	Investigative Techniques
CJ 251	Probation Parole and Community Corrections

Select two of the following advanced elective options: 6

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 Health
CJ 360	Inside-Out Prison Exchange Seminar
CJ 370	Constitution, Ethics and Policing
CJ 394	Advanced Internship in the Community (SO 394/GT 394)
CJ 399	Independent Study in Criminal Justice

Free Electives 16-19

Total Credits 120-126

- ¹ All students must complete the 46 credits of the University Curriculum (p. 65).
- ² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- ³ Can count as either a crime typologies or criminal justice in practice option.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Diversity** – Students will recognize the influence that different forms of diversity have upon their worldview and how diversity impacts the criminal justice system.
2. **Scientific Literacy** – Students will be able to identify the steps of the scientific process, formulate scientific questions and distinguish between anecdotal and empirical evidence.
3. **Social Responsibility** – Students will understand how the criminal justice system functions as one part of the larger environmental system, understand that its current format is not inevitable but the products of historical factors and the interconnectedness of individual actions and societal decisions.
4. **Communication** – Students will be able to argue a clearly defined position with civility, using credible evidence with appropriate citation of sources.
5. **Critical Thinking** – Students will understand multiple perspectives on significant crime-related topics and the importance of examining these from multiple perspectives and the significance of utilizing different data sources when examining these concepts. Basic disciplinary theory and terminology are applied.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Criminal Justice

A minimum of 60 credits is required for transfer into the BA in Criminal Justice program. If possible, it is recommended students complete Introduction to Criminology, Introduction to Criminal Justice and Introduction to Sociology prior to transferring to Quinnipiac. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Criminal Justice		3
Statistics		3
Principles of Sociology		3
Introduction to American Government		3
Credits		15
Spring Semester		
English II		3
Introduction to Criminology		3
Criminal Justice Elective		3
Elective		3-4
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Introduction to Corrections		3
Criminology		3
Elective		3-4

Elective	3
Elective	3
Credits	15-16
Spring Semester	
Criminal Justice Elective	3
Courts and Sentencing	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-62

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

Students majoring in gerontology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Gerontology Core Requirements		
SO 101	Introduction to Sociology ³	3
PS 101	Introduction to Psychology ³	3
GT 205	From College to Career (SO/CJ 205)	1
GT 263	Sociology of Aging (SO 263)	3
PS 234	Adult Development & Aging (gt 234)	3
GT 290	Research Methods (SO 290)	3

BMS 200	Biomedical Basis and Experience of Human Aging ³	3
GT 382	Studying Social Issues with Statistics (SO 382)	3
GT 400	Senior Seminar (SO 400)	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 ³	
SO 244	The Invisible Ladder: Social Inequalities Inequalities ³	
SO 255	Sociology of Families (WGS 255) ³	
SO 264	Power and Social Institutions	
SO 266	Population and Society ³	
SO 280	Sociology of Health and Illness ³	
SO 305	Sociology of Death and Dying (GT 305)	
PL 368	Philosophy of Death and Dying	
PS 325	Health Psychology	
Any PT or OT course		
Select two of the following:		6
GT 270	Community Program Development (SO 270)	
GT 305	Sociology of Death and Dying (SO 305)	
GT 311	Introduction to Social Work (SO 311)	
GT 315	Case Management (SO 315)	
Free Electives		10-13
Total Credits		120-126

- 1 All students must complete the University Curriculum (p. 65) requirements.
- 2 Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- 3 These courses also satisfy University Curriculum requirements.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Diversity Awareness:** Students learn to identify the perspectives of diverse groups among the older population and the effect of group membership on the aging processes and later life experiences.
2. **Social Scientific Literacy:** Students learn the logic of research methodology and be able to understand and critique the results of scientific research generated by scholars in the discipline.
3. **Critical Thinking:** Students apply interdisciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.
4. **Critical Understanding of Aging Society:** Students are able to discuss the theories, critical concepts and ideas that form the basis of gerontology's interdisciplinary knowledge and will understand how social structure affects the distribution of cultural and material resources across among older Americans as well as how it shapes the aging experience.

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 first-year students 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. 19) page of this catalog.

Bachelor of Arts in Sociology

Program Contact: Keith Kerr (Keith.Kerr@qu.edu) 203-582-3810

Students interested in careers in therapy, social work and social justice, as well as those interested in law and politics are often attracted to sociology. 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. 228) 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 well prepared to continue their education or assume careers in areas including teaching, social work, public administration, health care, law and criminal justice.

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 coursework 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 coursework in such areas as sociology or anthropology of medicine, death and dying, disability, illness and mental health. Through this coursework, 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.

BA in Sociology Curriculum

Students majoring in sociology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Sociology Core Requirements		
SO 101	Introduction to Sociology	3
SO 205	From College to Career (CJ/GT 205)	1
SO 244	The Invisible Ladder: Social Inequalities	3
SO 290	Research Methods (GT 290)	3
SO 392	Internship in the Community (CJ 392/GT 392)	3
SO 382	Studying Social Issues with Statistics (GT 382) ³	3
SO 400	Senior Seminar (GT 400)	3
Select 6 electives ⁴		18
Free Electives		16-20
Total Credits		120-127

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

³ 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.

⁴ One of the electives could include AN 101 or AN 103; and one could be a criminal justice (CJ) course that 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 (CJ/GT 394)	3
Select three of the following:		9
SO 225	Social Problems	
SO 232	Women in the Criminal Justice System (CJ/WGS 232)	
SO 250	Youth Crime (CJ 250)	
SO 260	Social Control and Deviance	
SO 264	Power and Social Institutions	
SO 270	Community Program Development (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	Sociology of Health and Illness	
SO 305	Sociology of Death and Dying (GT 305)	
SO 315	Case Management (GT 315)	
SO 333	Drugs, Alcohol and Society (CJ 333)	
SO 360	Sociology of Mental Health	
Total Credits		9

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Diversity Awareness:** Students learn to identify the perspectives of diverse groups and the effect of group membership on life experiences and life chances.

- 2. **Social Scientific Literacy:** Students learn the logic of research methodology and be able to understand and critique the results of scientific research generated by scholars in the discipline.
- 3. **Critical Thinking:** Students apply disciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.
- 4. **Sociological Understanding of Society:** Students are able to discuss the theories, critical concepts and ideas that form the basis of disciplinary knowledge and will understand how social structure affects the distribution of cultural and material resources across social groups.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Sociology

A minimum of 60 credits is required for transfer into the BA in Sociology program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3

Principles of Sociology	3
Elective	3
Elective	3
Elective	3
Credits	15
Spring Semester	
English II	3
Sociology Elective	3
Elective	3-4
Elective	3
Elective	3
Credits	15-16
Second Year	
Fall Semester	
Sociology Elective	3
Elective	3-4
Elective	3
Elective	3
Elective	3
Credits	15-16
Spring Semester	
Sociology Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-62

Please note: The BA in Sociology program at Quinnipiac University requires the completion of an internship. Students transferring in their junior year should expect to take the pre-internship course (SO 205) in the fall of their junior year, then can complete their internship in any subsequent semester.

Minor in Anthropology

Program Contact: Jaime Ullinger (jaime.ullinger@qu.edu) 203-582-6428

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, law, nongovernmental and nonprofit organizations, government, public health, sustainable 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 coursework.

Anthropology Minor Curriculum

Code	Title	Credits
Take six courses (18 credits) from the following:		
AN 101	Local Cultures, Global Issues	3
AN 103	Dirt, Artifacts and Ideas	3
AN 104 & 104L	Bones, Genes and Everything In Between and Bones, Genes and Everything In Between	4
AN 210	Gender/Sex/Sexuality (WGS 211)	3
AN 227	Rites of Passage	3
AN 230	Sustainable Development (ENV 230)	3
AN 233	Practicing Archaeology	3
AN 237	Health and Medicine Around the World	3
AN 240	Ethnography: Learning from Others	3
AN 243	Ancient Food For Thought (ENV 243)	3
AN 250	Forensic Anthropology	3
AN 252	The Science of Human Diversity	3
AN 272	Sh t Happens: a Natural History of Human Waste (ENV 282)	3
AN 299	Independent Study	3
AN 300	Special Topics	3

Minor in Criminal Justice

Program Contact: Steve McGuinn (stephen.mcguinn@qu.edu)
203-582-8415

Exploring fundamental issues inherent in the criminal justice system provides valuable insight into some of today's most complex societal challenges, including growth of the prison population and the ever-increasing number of formerly incarcerated individuals 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 crime and justice topics that 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 Crime and Media, Sexual Violence, Organized Crime and Investigative Techniques.

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 gerontology or sociology major. Courses taken for a gerontology or sociology major may not count toward a minor.

Students in the Criminal Justice minor may choose from the following courses:

Code	Title	Credits
Select 18 credits from the following:		
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WGS 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 (WGS 253)	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.

Gerontology Minor Curriculum

For the Gerontology minor, students should work with the program director to select 18 credits of coursework 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
Select 18 credits from the following:		
GT 234	Adult Developmental Psychology (PS 234)	3
GT 263	Sociology of Aging (SO 263)	3
GT 270	Community Program Development (SO 270)	3
GT 300	Special Topics in Gerontology	3
GT 305	Sociology of Death and Dying (SO 305)	3
GT 311	Introduction to Social Work (SO 311)	3
GT 315	Case Management (SO 315)	3
GT 325	Counseling Older Clients (SO 325)	3
GT 365	Aging and Social Problems (SO 365)	3
Students may choose one of the following Sociology courses toward the minor:		3
SO 241	Sociology of Race and Ethnicity	
SO 244	The Invisible Ladder: Social Inequalities Inequalities	
SO 255	Sociology of Families (WGS 255)	
SO 264	Power and Social Institutions	
SO 266	Population and Society	
SO 280	Sociology of Health and Illness	
SO 304	Sociology of Gender (WGS 304)	

Minor in Sociology

Program Contact: Keith Kerr (Keith.Kerr@qu.edu) 203-582-3810

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 opportunities 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 as well. Courses in family dynamics, gender, race, immigration, and deviance complement majors such 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 program director to select 18 credits of coursework 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
Take six courses (18 credits) from the following:		
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/WGS 232)	3
SO 235	American Culture and Society	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	The Invisible Ladder: Social Inequalities Inequalities	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WGS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Power and Social Institutions	3
SO 266	Population and Society	3
SO 270	Community Program Development (GT 270)	3
SO 271	Public Order Crimes (CJ 271)	3
SO 272	Education and Society	3
SO 280	Sociology of Health and Illness	3
SO 284	LGBTQ Identities and Communities (PS/WGS 284)	3
SO 304	Sociology of Gender (WGS 304)	3
SO 305	Sociology of Death and Dying (GT 305)	3
SO 307	Sociology of Sport (SPS 307)	3
SO 308	The Immigrant Experience	3
SO 310	Sociology of Childhood	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 Health	3
SO 365	Aging and Social Problems (GT 365)	3
SO 370	Adoption and Society	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. 233)
- Bachelor of Arts in Theater (p. 235)

Dual-Degrees

- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 236)

Minors

- Minor in Fine Arts (p. 238)
- Minor in Game Design and Development (p. 239)
- Minor in Music (p. 239)
- Minor in Theater (p. 240)
- Performing Arts Workshop (p. 240)

Bachelor of Arts in Game Design and Development

Program Contact: Elena Bertozzi (elena.bertozzi@qu.edu) 203-582-7998

The Bachelor of Arts in Game Design and Development is a pre-professional program that prepares students for a variety of career options including online digital technology and its many applications, the highly competitive game design industry or the pursuit of additional study 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 acquire a solid foundation in critical thinking and writing, foundations of design, user behavior, systems thinking, as well as an understanding of the cultural impacts of games. They develop specialized technical skills and competence in game design including coding, content development,

outcomes assessment and quality assurance. The major provides students with skills that are readily applied to the real world and the curriculum supports and enables experiential learning opportunities such as internships, study abroad and collaborations with external partners.

There are a total of 42 credits in the major. The major has 11 required courses. Students build a core skill set and learn to collaborate with others in Game Labs where cross-disciplinary teams build complete polished games. Students choose which areas they wish to specialize in by taking two classes from any one of the concentrations and one elective from any other concentration. Concentrations include: Programming, Technology, Design Process, Art, Game Studies, Business, Writing, and Audio. 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 and prerequisites. 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 interactive design or computer science.

All majors are required to participate in some form of experiential learning: study abroad, internship or academic/professional product collaboration.

Students majoring in Game Design and Development must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Game Design & Development Core Requirements		33
GDD 101	Introduction to Game Design	
GDD 110	Introduction to Visual Design for Games	
GDD 140	Creativity and Computation	
GDD 200	Introduction to Game Development	
GDD 201	Professionalism Practice for Game Design	
GDD 210	Game Lab I: Team Projects	
GDD 211	Game Lab II: Team Projects	
GDD 311	Game Lab IV: Team Projects ³	
	or GDD 390 Internship	
GDD 410	Game Lab V: Team Projects	
GDD 411	Game Lab VI: Team Projects	
GDD 495	Senior Project and Seminar I	
Concentrations ⁴		9
With the recommendation of the student's advisor and/or the program director, students select two courses from their primary concentration and one elective from any other concentration		
Technology		

GDD 301	Game Design Tools and Processes
GDD 310	Game Lab III: Team
GDD 314	VR/AR Development for Games
GDD 316	Advanced Topics in Game Development
Art	
GDD 102	Drawing for Games and Animation
GDD 202	Game Art I
GDD 302	Game Art II
GDD 402	Game Art III
Game Studies	
GDD 394	History of Video Games
GDD 395	Critical Game Studies Seminar (PL 395)
GDD 396	Games, Learning & Society
MSS 231	Media and Society
MSS 345	Media Users and Audiences (WGS 345)
Business	
GDD 215	eSports Management
GDD 380	The Business of Games
ENT 290	Creating Digital Businesses
ENT 310	Creativity and Innovation
Writing	
DR 350	Playwriting I
EN 201	Creative Writing
EN 202	Introduction to Creative Nonfiction
EN 205	Introduction to Fiction Writing
EN 301	Advanced Fiction-Writing Workshop
EN 302	Advanced Creative Nonfiction
EN 303	The Art of Audio Narrative (FTM 380 GDD 303)
FTM 372	Screenwriting
GDD 250	Interactive Storytelling and Narrative (EN 207)
Audio	
GDD 405	Game Audio Design
GDD 207	Digital Music Composition for Games
GDD 303	The Art of Audio Narrative (FTM 380 EN 303)
Design Process	
GDD 175	Special Topics in Game Design
GDD 301	Game Design Tools and Processes
GDD 350	Board Game Design
GDD 370	Acting and Directing for Game Design
IDD 110	Design Research and Methods
Programming	
CSC 111	Data Structures and Abstraction
GDD 316	Advanced Topics in Game Development
SER 120	Object-Oriented Design and Programming

SER 225	Introduction to Software Development
Free Electives	11-14
Total Credits	120-126

- 1 All students must complete the University Curriculum (p. 65) requirements.
- 2 Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.
- 3 Participating in the QU in LA Program or study abroad can also fulfill this requirement.
- 4 Students wishing to take courses from the above list must complete any prerequisites required by individual departments/programs or schools.

Elective substitutions are permitted with prior approval of the program director.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

1. **Computational and Systems Thinking:** Be fluent in at least one programming language and associated game engine to construct fully functional working games.
2. **Critical/Analytical Thinking and Communication:** Play and analyze games using academic research methods, exhibit effective written and verbal communication skills and apply this analysis to the game design process.

3. **Design Process Thinking:** Prototype, reflect critically on workflow and process, incorporate feedback, and iterate.
4. **Creative Thinking and Problem Solving:** Generate inventive, novel and imaginative ideas for game design concepts and nimbly respond to design and implementation challenges.
5. **Multidisciplinary and Diverse Perspective Thinking:** Understand the issues surrounding topics of representation and diversity in game development and be able to discuss them and design games that address them.
6. **Teamwork and Experiential Learning Expertise:** Collaborate with teams of colleagues with different skill sets to produce work using established game development best practices with a clear definition of scope, responsibilities, progress and assessment of results.

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 first-year students 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. 19) 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 at Quinnipiac University prepares students for meaningful careers and graduate studies in all areas of theater performance and production.

After completing the core requirements, upperclass students enroll in advanced electives and participate in a senior seminar where they engage in a culminating project. All theater majors are required to complete at least one competitive internship, professional experience or conservatory semester. Students are strongly encouraged to take on portfolio building roles within our MainStage season and at local professional theaters.

The MainStage season includes contemporary and classical plays, popular musicals and original works. Professional artists are infused into our process to expose students 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 and allied disciplines.

BA in Theater Curriculum

Students majoring in theater must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
College of Arts and Sciences Curriculum ²		21-24
Theater Core Requirements		
DR 140	Stagecraft	3
DR 160	Acting I	3
DR 230	Directing I	3
DR 270	World Theater History and Dramatic Literature I	3
DR 257	Design for the Theater	3
DR 275	World Theater History and Dramatic Literature II	3
DR 286	Script Analysis	3
DR 350	Playwriting I	3
DR 370	Internship, Conservatory or Professional Experience	3
DR 410	Senior Seminar	3
Electives		
Select two DR electives:		6
Any DR Course		
Any DR Course 200-level or higher		
Free Electives		17-20
Total Credits		120-126

¹ All students must complete the University Curriculum (p. 65) requirements.

² Students must complete the College of Arts and Sciences Curriculum (<http://catalog.qu.edu/arts-sciences/cas-curriculum/>) requirements specific to their major. See details below.

College of Arts and Sciences Curriculum

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. As the home of the liberal arts at Quinnipiac, CAS encourages students to pursue a balanced program of study across multiple disciplines. In pursuit of that goal, CAS imposes additional requirements beyond the University Curriculum.

All CAS students (both bachelor of science and bachelor of arts) must complete one foreign language through the 102-level. Foreign language classes may also count toward the UC Personal Inquiry II requirement.

Additionally, students earning a bachelor of arts 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 example, a student majoring in political science—a social science discipline—would complete at least 3 credits each in fine arts, humanities and natural science. A course taken to fulfill the CAS breadth requirement may not simultaneously fulfill any UC requirement.

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 identified with a catalog subject code, such as PL, CJ, WS, MA, etc.) CAS depth courses may also count toward UC requirements.

Students pursuing a bachelor of science, a double major, or certain accelerated degree programs are exempt from the CAS breadth and depth requirements, but must complete the foreign language requirement.

Student Learning Outcomes

Upon completion of the BA in Theater, students will demonstrate the following competencies:

- 1. Understanding:** Students develop an understanding of the roles and responsibilities of theater artists: actor, director, scenic/lighting/costume designer, technical director and playwright.
- 2. Conceptual and Critical Thinking:** Students develop skills to think conceptually and critically about text, performance and production.
- 3. Self-Appraisal:** Students will develop the skills to self-assess, critique and revise their own work.
- 4. Literacy:** Students will develop a fundamental knowledge of theatrical history as well as dramatic literature.
- 5. Production Skills and Knowledge:** Students will develop the skills and techniques necessary for realizing a variety of theatrical styles.
- 6. Collaboration Skills:** Students will develop skills in collective problem-solving.

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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major

(e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Theater

A minimum of 60 credits is required for transfer into the BA in Theater program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Theater History I		3
Acting I		3
Elective		3-4
Elective		3
Credits		15-16
Spring Semester		
English II		3
Stagecraft		3
Elective		3
Elective		3
Elective		3
Credits		15
Second Year		
Fall Semester		
Voice and Diction		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Acting 2		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-62

Students planning to transfer into the BA in Theater program at Quinnipiac University are highly encouraged to contact the Theater program director, Kevin Daly (Kevin.Daly@qu.edu), to discuss ways they can begin preparing for their senior project proposal during their first two years of college.

Accelerated Dual-Degree BA in Theater/MBA (3+1)

Program Contact: Kevin Daly (Kevin.Day@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 their 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 in Theater/MBA 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
First Year		
Fall Semester		
DR 140	Stagecraft	3
DR 160	Acting I	3
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Humanities		3
Credits		18
Spring Semester		
DR 257	Design for the Theater	3
DR 270	World Theater History and Dramatic Literature I	3
EC 112	Principles of Macroeconomics	3
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
Free Elective		3
Credits		18
Summer Semester		
UC Breadth		3
UC Breadth		3
Credits		6
Second Year		
Fall Semester		
DR 286	Script Analysis	3

DR Elective (Theater Focus Track)		3
Foreign Language 101		3
Humanities Elective (UC)		3
Natural Science (UC)		3
Natural Science Lab (UC)		1
Free Elective		3
Credits		19
Spring Semester		
AC 211	Financial Accounting	3
DR 275	World Theater History and Dramatic Literature II	3
Foreign Language 102		3
Humanities		3
MU or AR Elective		3
Social Science		3
Credits		18
Summer Semester		
DR 370	Internship, Conservatory or Professional Experience	3
UC Breadth		3
Credits		6
Third Year		
Fall Semester		
DR 350	Playwriting I	3
DR Elective (Theater Focus Track)		3
FIN 201	Fundamentals of Financial Management	3
MBA 615	Skills for Contemporary Business Issues	3
Depth Elective		3
Depth Elective		3
Credits		18
Spring Semester		
DR 230	Directing I	3
DR Elective (Theater Focus Track)		3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
Senior Capstone		3
Depth Elective		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
CIS 600	Information Systems Strategy	
EC 600	Managerial Economics	
MBA 610	Business Decision Analysis	
MBA 635	Supply Chain Management in a New Era	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	Strategic Management	3
MBA Elective		3
MBA Elective		3
Credits		15
Total Credits		157

Student Outcomes

Upon completion of the BA in Theater, students will develop the following competencies:

1. **Understanding:** Develop an understanding of the roles and responsibilities of theater artists: actor, director, scenic/lighting/costume designer, technical director and playwright.
2. **Conceptual and Critical Thinking:** Develop skills to think conceptually and critically about text, performance and production.
3. **Self-Appraisal:** Develop the skills to self-assess, critique and revise their own work.
4. **Literacy:** Develop a fundamental knowledge of theatrical history as well as dramatic literature.
5. **Production Skills and Knowledge:** Develop the skills and techniques necessary for realizing a variety of theatrical styles.
6. **Collaboration Skills:** Develop skills in collective problem-solving.

Upon completion of the MBA program, students will develop and emphasize skills in the following areas:

1. **Business Analytics:** Demonstrate facility with quantitative methods and tools and an ability to interpret financial metrics.
2. **Managing People:** Demonstrate an ability to understand models and applications of leadership and social intelligence.
3. **Managing Organizations:** Demonstrate an ability to understand organizational behavior and structures and the importance of effective communication.
4. **Strategic Integration:** Assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems.
5. **Ethics:** Identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values.
6. **Knowledge of Business Disciplines:** Demonstrate knowledge of business disciplines (marketing, management, finance and managerial accounting) and the connection between disciplines.

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 first-year students 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. 19) 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	3
Select three additional courses from the following:		9
AR 158	Photography I	
AR 210	The Creative Process	
AR 241	Color Theory	
AR 250	Studio Art: Special Topic	
AR 252	Studio Art: Painting	
AR 254	Studio Art: Printmaking	
AR 258	Photography II	
AR 262	Studio Art: Watercolor	

AR 263	Studio Art: Collage	
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 ¹		15
Total Credits		18

¹ 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: Elena Bertozzi (Elena.Bertozzi@qu.edu) 203-582-7998

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		9
GDD 101	Introduction to Game Design	
GDD 140	Creativity and Computation	
GDD 200	Introduction to Game Development	

Minor Electives 9

Select any three courses from the following list in consultation with your adviser. Minors are encouraged to take additional courses as free electives outside their major at the 300-400 level. ¹		
GDD 102	Drawing for Games and Animation	
GDD 175	Special Topics in Game Design	
GDD 201	Professionalism Practice for Game Design	
GDD 202	Game Art I	
GDD 210	Game Lab I: Team Projects	
GDD 211	Game Lab II: Team Projects	
GDD 250	Interactive Storytelling and Narrative (EN 207)	
GDD 301	Game Design Tools and Processes	
GDD 302	Game Art II	
GDD 303	The Art of Audio Narrative (FTM 380 EN 303)	
GDD 310	Game Lab III: Team	
GDD 311	Game Lab IV: Team Projects	
GDD 314	VR/AR Development for Games	
GDD 316	Advanced Topics in Game Development	
GDD 350	Board 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	
Total Credits		18

¹ 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 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	Quinnipiac Chamber Orchestra	
MU 194	Jazz Ensemble	
MU 200	Special Topics	
Elective MU courses		6
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
Theater Minor Required Courses		
DR 140	Stagecraft	3
or DR 257	Design for the Theater	
DR 160	Acting I	3
DR 230	Directing I	3
or DR 350	Playwriting I	
Take one of the following courses:		
DR 270	World Theater History and 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
Electives		
Select any DR course		3
Select any 200-400 level DR course		3
Total Credits		18

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	Quinnipiac Chamber Orchestra	1
MU 194	Jazz Ensemble	1

SCHOOL OF BUSINESS

Lender School of Business Center

203-582-8720 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Holly Raider	203-582-7620	holly.raider@qu.edu
Interim Associate Dean	Nelson Alino	203-582-3645	nelson.alino@qu.edu
Associate 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
Assistant Dean of Graduate Programs	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
Director of Student Services	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu

Departments

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, Patrice Luoma		203-582-8320	patrice.luoma@qu.edu
International Business and Strategy			
Finance	Osman Kilic	203-582-8267	osman.kilic@qu.edu
Management	Julia Fullick	203-582-5034	julia.fullick-jagiela@qu.edu
Marketing and Biomedical Marketing	Charles Brooks	203-582-8333	charles.brooks@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.

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. 249)
- Applied Business (<http://catalog.qu.edu/business/management/applied-business-bs/>)
- Biomedical Marketing (p. 264)
- Business Analytics (<http://catalog.qu.edu/business/computer-information-systems/business-analytics-bs/>)

- Computer Information Systems (p. 252)
- Computer Information Systems and Accounting (p. 253)
- Entrepreneurship and Innovation (p. 256)
- Finance (p. 259)
- Human Resource Management (<http://catalog.qu.edu/business/management/human-resource-management-bs/>)
- International Business (<http://catalog.qu.edu/business/entrepreneurship-strategy/international-business-bs/>)
- Marketing (p. 265)
- Supply Chain Management (<http://catalog.qu.edu/business/management/supply-chain-management-bs/>)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 389)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 393)
- Accelerated Dual-Degree BS/MSBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/accelerated-dual-degree-bs-ms/>)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS/MBA (4+1) (p. 391)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 394)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/dual-degree-bs-ms/>)

Bachelor's Degree Completion Program

- Business Administration (p. 248) (online only)

Minors

- Accounting (p. 251)
- Business (p. 269)
- Business Analytics (p. 255)
- Computer Information Systems (p. 255)
- Entrepreneurship and Innovation (p. 258)
- Health Care Management (<http://catalog.qu.edu/business/healthcare-management-minor/>)
- Finance (p. 260)
- International Business (<http://catalog.qu.edu/business/entrepreneurship-strategy/international-business-minor/>)
- Management (p. 263)
- Marketing (p. 267)

Certificate Programs

- Global Business Affairs Polish Certificate Program (p. 268)
- Global Supply Chain (<http://catalog.qu.edu/business/entrepreneurship-strategy/global-supply-chain-cert/>)

Master of Business Administration

- Full-Time Master of Business Administration (p. 388)
- Professional Master of Business Administration (online) (<http://catalog.qu.edu/graduate-studies/business/business-administration-professional-mba/>)

Master of Science

- Master of Science in Accounting (p. 392)
- Master of Science in Business Analytics (p. 395) (online or on campus)
- Master of Science in Organizational Leadership (p. 396) (online)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 389)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 393)
- Accelerated Dual-Degree BS/MSBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/accelerated-dual-degree-bs-ms/>)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS/MBA (4+1) (p. 391)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 394)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/dual-degree-bs-ms/>)
- JD/MBA (Juris Doctor) (p. 391)

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 coursework 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 coursework 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	3
AN 104L	Bones, Genes and Everything In Between	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 125	Cross My Heart: An Introduction to the Human Cardiovascular System	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	AN 243	Ancient Food For Thought (ENV 243)	3
BIO 151L	Molecular and Cell Biology and Genetics Lab		CJ 101	Crime and Society	3
BIO 161	Introduction to the Biological Aspects of Science and Society	3	CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
BIO 205	Bioethics	3	CJ 241	Police and Policing	3
BIO 208	Introduction to Forensic Science	3	CJ 250	Youth Crime (SO 250)	3
BIO 208L	Introduction to Forensic Science Laboratory	1	CJ 261	Prisons and Jails	3
BIO 282	Genetics	3	EC 101	Chocolate, Cheating and Climate Change - Everyday Economics	3
BIO 282L	Genetics Lab	1	EC 111	Principles of Microeconomics	3
BMS 117	The Human Organism	3	EC 112	Principles of Macroeconomics	3
BMS 117L	The Human Organism Lab	1	EC 112H	Honors Principles of Macroeconomics	3
BMS 162	Human Health and Disease	3	EC 206	Urban Economics	3
BMS 200	Biomedical Basis and Experience of Human Aging	3	ED 250	Diversity, Dispositions and Multiculturalism	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3	ENV 209	Environmental Politics and Policy (PO 209)	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1	ENV 230	Sustainable Development (AN 230)	3
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3	ENV 243	Ancient Food For Thought (an 243)	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1	GP 101	Introduction to Geography (ENV 150)	3
CHE 110	General Chemistry I	3	GP 222	Environmental Geography and Culture (ENV 222)	3
CHE 110L	General Chemistry I Lab	1	GT 234	Adult Developmental Psychology (PS 234)	3
CHE 111	General Chemistry II	3	GT 263	Sociology of Aging (SO 263)	3
CHE 111L	General Chemistry II Lab	1	IB 105	International Business Environment	3
PHY 101	Elements of Physics	3	IB 201	Globalization and International Business	3
PHY 101L	Elements of Physics Lab	1	PO 101	Issues in Politics	3
PHY 110	General Physics I	3	PO 131	Introduction to American Government and Politics	3
PHY 110L	General Physics I Lab	1	PO 205	Public Policy and Administration	3
PHY 111	General Physics II	3	PO 206	Ethics and Public Policy	3
PHY 111L	General Physics II Lab	1	PO 209	Environmental Politics and Policy (ENV 209)	3
PHY 121	University Physics	4	PO 211	Introduction to International Relations	3
PHY 122	University Physics II	4	PO 215	Political Theory	3
SCI 102	Earth Sciences	3	PO 216	American Political Thought	3
SCI 102L	Earth Sciences Lab	1	PO 219	Feminist Political Thought (WGS 219)	3
SCI 105	Chemistry and Nutrition	3	PO 221	Introduction to Latin America	3
SCI 105L	Chemistry and Nutrition Lab	1	PO 227	The Politics of Intimacy	3
SCI 161	Nutrition: an Investigative Experience	3	PO 231	Elections and Political Parties (SL: Service Learning)	3

Social Sciences

Code	Title	Credits			
AN 101	Local Cultures, Global Issues	3	PO 245	International Political Economy	3
AN 103	Dirt, Artifacts and Ideas	3	PO 247	Actors and Processes in U.S. Foreign Policy	3
AN 210	Gender/Sex/Sexuality (WGS 211)	3	PO 280	Congress and the President	3
AN 230	Sustainable Development (ENV 230)	3	PS 101	Introduction to Psychology	3
AN 233	Practicing Archaeology	3	PS 210	Human Sexuality (WGS 210)	3
AN 237	Health and Medicine Around the World	3			
AN 240	Ethnography: Learning from Others	3			

PS 232	The Concept of Personality and Its Development	3
PS 234	Adult Development & 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 and Gender (WGS 262)	3
PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 284	LGBTQ Identities and Communities (SO/WGS 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/WGS 232)	3
SO 241H	Honors Sociology of Race and Ethnicity	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	The Invisible Ladder: Social Inequalities Inequalities	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WGS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of Aging (GT 263)	3
SO 264	Power and Social Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Sociology of Health and Illness	3
SO 285	Protest and Social Change (WGS 285)	3
WGS 210	Human Sexuality (PS 210)	3
WGS 219	Women in Political Thought (PO 219)	3
WGS 232	Women in the Criminal Justice System (CJ/SO 232)	3
WGS 255	Sociology of Families (SO 255)	3
WGS 262	Psychology of Women and Gender(ps 262)	3
WGS 285	Protest and Change (SO 285)	3

Humanities

Code	Title	Credits
ARB 210	Arab Culture and Society	3
CN 210	Chinese Culture and Civilization	3
ED 260	Social and Philosophical Foundations of Education	3
EN 204	Reading Literature	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3

EN 213	The Nature Essay (ENV 213)	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 230	Reading the Environment (ENV 235)	3
EN 235	Literature by Women (WGS 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	Black Writers in and Beyond the US	3
EN 270	Survey of American Literature II	3
EN 277	Literature of the Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
ENV 213	The Nature Essay (EN 213)	3
ENV 221	American Environmental History (HS 220)	3
ENV 235	Reading the Environment (EN 230)	3
ENV 238	Philosophy of Technology, Environment and Social Transformation (PL 238)	3
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 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210H	Honors Contemporary America	3
HS 210	Contemporary America	3
HS 211	Popular Culture in American History	3
HS 213	The Roman World	3
HS 214	Ancient Greek History (PL 214)	3
HS 219	Colonial America and the Atlantic World	3
HS 220	American Environmental History (ENV 221)	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	Blood and Revolution in China/Asian Studies	3
HS 236	Japan's Modern Empire/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	Monks, Kings and Rebels: Mainland Southeast Asia	3
HS 272	Pirates and Matriarchs: Island Southeast Asia	3
HS 274	Modern India	3
HS 286	Introduction to Medieval Europe	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 the Renaissance (in Eng.)	3
JP 210	Introduction to Japanese Culture	3
LE 101	Introduction to the American Legal System	3
LE 233	Law for Everyday Life	3
MSS 220	Media, History and Memory	3
PL 101	Introduction to Philosophy	3
PL 102	Introduction to Ethics	3
PL 102H	Honors Introduction to Ethics	3
PL 103	Logical Reasoning	3
PL 236	Philosophy of Language	3
PL 237	Philosophy of Mind	3
PL 238	Philosophy of Technology, Environment and Social Transformation (ENV 238)	3
PL 240	Philosophy of Sport (SPS 240)	3
PL 250	Philosophy of Art	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 (PO 336)	3
PL 338	Paradoxes	3
PO 313	Development, Globalization and Colonialism	3
SP 205	Cultura Puertorriquena	3
SP 210	The Culture and Civilization of Spain	3
WGS 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 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 175H	Honors -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	3
AR 252	Studio Art: Painting	3
AR 253	Studio Art: Sculpture	3
AR 254	Studio Art: Printmaking	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 300	Special Topics in Art History	3
AR 303	Studio Art: Advanced Drawing	3
AR 304	Studio Art: Advanced Painting	3
AR 305	Special Topics in Studio Art	3
AR 317	Art of the Italian Renaissance	3
AR 325	Women Artists (WGS 315)	3
AR 335	Digital Photography	3
AR 360	Innovation in the Arts and Sciences	3
AR 380	Interactive Art	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 220	Voice and Movement	3
DR 221	Voice and Diction	3
DR 230	Directing I	3
DR 257	Design for the Theater	3
DR 260	Acting for Film/Tv	3
DR 261	Auditioning for the Actor	3
DR 270	World Theater History and Dramatic Literature I	3
DR 275	World Theater History and Dramatic Literature II	3
DR 286	Script Analysis	3
DR 290	Acting for Classical Stage	3
DR 305	Theater for Young Audiences	3
DR 307	Drafting and Rendering for Theater	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 I	3
DR 360	Acting II	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
DR 380	Theater Administration	3
FTM 102	Understanding Film	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
GDD 140	Creativity and Computation	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 150H	Honors: 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	Quinnipiac Chamber Orchestra	1
MU 194	Jazz Ensemble	1
MU 200	Special Topics	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

First-year students who are 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: Christopher Neidig (christopher.neidig@qu.edu)
203-582-3868

Degree Completion Program

This online program is designed for business professionals who have an associate's degree or a minimum of 30 transferrable credits and would like to pursue a four-year degree in business.

Nontraditional, adult professionals who are looking to change careers or increase their opportunities as well as recent associate 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
Degree Requirements		
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 ¹		25
BBA Electives		9
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)		30
Total Credits		121

¹ 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.

Student Learning Outcomes

Upon completion of the Bachelor of Business Administration program, students will demonstrate the following competencies:

- 1. Effective Communication and Social Intelligence:** Capabilities with respect to effective written and oral communications, and the interpersonal skills required to work effectively as a member of a team.
- 2. Business Strategy and Integration:** An understanding of the interdependence of the various functional areas of business, and the ability to make a well-reasoned recommendation concerning a business situation.
- 3. Knowledge of Core Business Functions:** An understanding of core business functions and an ability to apply functional knowledge to practical business problems.
- 4. Ethics, Diversity and Globalization:** Ability to identify ethical issues related to business practices, to recognize the complexity and ambiguity of those issues, to apply of an ethical decision-making framework, and to formulate an ethically justifiable solution; an awareness and appreciation of the diversity in the workplace; and an awareness of issues surrounding the globalization of both domestic and international business activities as well as the ability to develop strategies to address those issues.

Admission requirements include an associate degree from a regionally accredited college or university, or equivalent coursework totaling a minimum of 30 transferable 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. 249)
- Bachelor of Science in Computer Information Systems and Accounting (p. 253)
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. 251)

- Master of Science in Accounting (p. 392)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 393)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 394)

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. The accounting curriculum provides students with the foundational accounting skills to take on accounting and financial leadership roles in organizations and provides the flexibility for students to take electives that best align with their career interests.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		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 411	Auditing Theory and Practice	3
AC 431	Federal Income Taxation of Individuals	3

Accounting Electives (select one from the following list)

AC 350	Advanced Excel Programming (CIS 350)
AC 405	Advanced Accounting *
AC 412	Advanced Auditing *
AC 432	Federal Income Taxation of Business Entities *
Open Electives	
Select 21 credits	21
Total Credits	122

*CPA CONCENTRATION

Students may elect to enroll in the CPA concentration within the accounting major. The program exposes students to advanced technical accounting topics in preparation for the Uniform Certified Public Accountant Examination and careers in public accounting. (Students should verify their state’s CPA requirements as part of their planning process.)

To earn the CPA concentration, students must complete all the following accounting electives: AC 405, AC 412, AC 432.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

- 1. **Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- 2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- 3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- 4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- 5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- 6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- 7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

3 For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Accounting

A minimum of 60 credits is required for transfer into the BS in Accounting program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3

Additional Elective (Business or other)	3
Credits	16
Total Credits	61

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 members bring 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. 252)
- Bachelor of Science in Computer Information Systems and Accounting (p. 253)
- Bachelor of Science in Business Analytics (<http://catalog.qu.edu/business/computer-information-systems/business-analytics-bs/>)
- Master of Science in Business Analytics (p. 395)
- Minor in Business Analytics (p. 255)
- Minor in Computer Information Systems (p. 255)
- Accelerated Dual-Degree BS/MSBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/accelerated-dual-degree-bs-ms/>)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/dual-degree-bs-ms/>)

Bachelor of Science in Computer Information Systems

Program Contact: Wendy Ceccucci (wendy.ceccucci@qu.edu)
203-582-8269

Computer information systems is where business and technology meet. CIS graduates bridge the gap between IT and business needs. They possess the knowledge and skill to become effective managers, developers and users of information systems. The CIS program focuses on data analysis, teamwork, project management and system development using a "hands-on" learning approach with real-world applications and projects. Successful students have an interest in problem solving using technology, business and management.

Students who major in computer information systems are in high demand in the job market. They acquire advanced skills along with an understanding of the role information systems play in organizations. CIS graduates are prepared for careers as systems analysts, business

analysts, database administrators, web designers, project managers or IT consultants.

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. 65), the School of Business Core Curriculum, and the specific requirements of the major for a total of 122 credits:

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		34
Computer Information Systems Core		
CIS 125	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 350	Data Analysis with Excel (AC 350)	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
Open electives		
Select 15 credits		15
Total Credits		122

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Computer Information Systems

A minimum of 60 credits is required for transfer into the BS in Computer Information Systems program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3

International Business	3
Management	3
Art Elective	3
Credits	15
Spring Semester	
Operations Management	3
Business Law	3
Science Elective with Lab	4
Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

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.

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. 65), the Business Core Curriculum, and specific requirements outlined below for a total of 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		34
Accounting Coursework		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
or CIS 301	Enterprise Systems	
AC 350	Advanced Excel Programming (CIS 350)	3

or CIS 350	Data Analysis with Excel (AC 350)	
AC 402	Accounting Internship	3
or CIS 484	Information Systems Internship	
AC 411	Auditing Theory and Practice	3
AC 431	Federal Income Taxation of Individuals	3
Computer Information Systems Coursework		
CIS 125	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
Open Electives		9
Total Credits		122

Student Learning Outcomes

Students who graduate with this degree will demonstrate:

1. **Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Computer Information Systems and Accounting

A minimum of 60 credits is required for transfer into the BS in Computer Information Systems and Accounting program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3

Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Business Analytics

Program Contact: Wendy Ceccucci (wendy.ceccucci@qu.edu)
203-582-8269

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
The minor in business analytics requires the completion of 18 credits as follows:		
Required Courses (12 Credits)		
CIS 350	Data Analysis with Excel (AC 350)	3
BAN 300	Statistical Programming	3
CIS 255	Data Visualization	3
BAN 400	Data Mining	3
Elective Courses (6 Credits)		
Any BAN course or		
FIN 325	Financial Analytics	
IB 362	Cross-Cultural Business Research Part 1	
MK 321	Marketing Analytics	
MG 342	Supply Chain Analytics	
Total Credits		18

Minor in Computer Information Systems

Program Contact: Wendy Ceccucci (wendy.ceccucci@qu.edu)
203-582-8269

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 their own interests.

Computer Information Systems Minor Curriculum

The minor in computer information systems requires the completion of 18 credits as follows:

Code	Title	Credits
CIS Minor Requirements:		
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 301	Enterprise Systems	
CIS 350	Data Analysis with Excel (AC 350)	
CIS 351	Database Programming and Design	
CIS 381	Web Development	
CIS 411	Information Systems Security	
CIS 440	IT Project Management	
CIS 484	Information Systems Internship	
Total Credits		18

DEPARTMENT OF ENTREPRENEURSHIP AND STRATEGY

The Department of Entrepreneurship, International Business and Strategy offers degree programs in Entrepreneurship and Innovation as well as International Business. Both include a rigorous and rounded academic curriculum complemented by extracurricular and service-learning involvement in the region's business activity. Our degree programs establish a foundation in sound business practices along with an appreciation and understanding of the arts and sciences.

Students hone the skills necessary for successful application of their cutting-edge knowledge in a business or other organizational setting. The majors offer specific functional courses that provide students with the theoretical foundations needed for critical thinking and solid business decision making; a focus on developing key conceptual, analytical and practical competencies, frequent interaction with the local business community as well as opportunities for internships and field projects. The programs educate students who are interested in starting their own business, working in a family business or working for an established business or startup.

The department provides many opportunities for experiential learning and direct contact with businesses, practitioners and entrepreneurs both within and outside of the classroom. Some examples of these opportunities include study abroad programs, international internships, business model competitions and student clubs. The Entrepreneurship Club is a Quinnipiac University chapter of the national Collegiate Entrepreneurs' Organization, dedicated to bolstering inventive students, their ideas and their entrepreneurial spirit. The club brings in entrepreneur speakers and holds events promoting student entrepreneurs on campus. The International Business Society is a student organization that is active in establishing and strengthening ties with local companies through projects on export and foreign market entry for local business and entrepreneurs.

- Bachelor of Science in Entrepreneurship and Innovation (p. 256)
- Minor in Entrepreneurship and Innovation (p. 258)
- Bachelor of Science in International Business (<http://catalog.qu.edu/business/entrepreneurship-strategy/international-business-bs/>)
- Minor in International Business (<http://catalog.qu.edu/business/entrepreneurship-strategy/international-business-minor/>)
- Global Supply Chain Certificate (<http://catalog.qu.edu/business/entrepreneurship-strategy/global-supply-chain-cert/>)

Bachelor of Science in Entrepreneurship and Innovation

Program Contact: Patrice Luoma (Patrice.Luoma@quinnipiac.edu)
203-582-8320

Entrepreneurship is an important driver of growth for both the national and international economy. Students are prepared to think innovatively, develop new ideas for existing businesses, and create new business ventures. However, entrepreneurship is even more than the creation of a new business venture. Entrepreneurship encompasses seeking opportunity, identifying and acknowledging risk and, most importantly,

persisting until the idea becomes reality. Entrepreneurial thinking can be applied to all contexts and organizations. At Quinnipiac University, we facilitate the development of an entrepreneurial mindset and attitude in our students; this enables them to apply their unique attributes 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 an entrepreneurial mindset creates career opportunities for students whether starting their own business or going to work in a large or small organization.

The Entrepreneurship and Innovation 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 includes 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 Innovation Curriculum

Students majoring in Entrepreneurship and Innovation are required to complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		34
Entrepreneurship & Small Business Management Core		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
ENT 250	Entrepreneurial Skills	3
ENT 310	Creativity and Innovation	3
ENT 320	Small Business Marketing	3
ENT 330	Entrepreneurial Finance	3
ENT 340	Opportunity Recognition and Negotiation	3
ENT 410	Creating New Business Models	3
Select three of the following entrepreneurship electives:		9
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 220	The Business of Music	
ENT 290	Creating Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 331	Family or Small Business Financing	

ENT 350	Social Entrepreneurship
ENT 360	Small and Family Business
ENT 361	Managing the Family or Small Business
ENT 371	Business Plan Competition
ENT 420	Entrepreneurial Implementation I
ENT 430	Entrepreneurial Implementation II
ENT 488	Entrepreneurship Internship
IB 320	Introduction to Global Entrepreneurship
MG 340	Transportation and Logistics Management
SB 360	International Business Immersion

Open Electives

Select 15 credits	15
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Total Credits	122
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Student Learning Outcomes

Students who graduate with this degree will demonstrate the following competencies:

1. **Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Entrepreneurship and Innovation

A minimum of 60 credits is required for transfer into the BS in Entrepreneurship and Innovation program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3

Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Entrepreneurship and Innovation

Program Contact: Patrice Luoma
(Patrice.Luoma@quinnipiac.edu) 203-582-8320

A minor in entrepreneurship and innovation 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 innovation. 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 Innovation Minor Curriculum

Code	Title	Credits
Required Courses		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
Select five of the following:		15
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 220	The Business of Music	
ENT 250	Entrepreneurial Skills	
ENT 290	Creating Digital Businesses	
ENT 370	Entrepreneurial Media (The MIC Project)	
ENT 299	Special Topics in Entrepreneurship	
ENT 310	Creativity and Innovation	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 331	Family or Small Business Financing	
ENT 340	Opportunity Recognition and Negotiation	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
ENT 361	Managing the Family or Small Business	
ENT 371	Business Plan Competition	

ENT 410	Creating New Business Models
ENT 420	Entrepreneurial Implementation I
ENT 430	Entrepreneurial Implementation II
ENT 488	Entrepreneurship Internship
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 non-financial businesses. Students can focus on courses that include investment management, including equities and fixed income analysis, asset valuation and portfolio management; financial technology and innovation; 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. 259)
- Minor in Finance (p. 260)

Bachelor of Science in Finance

Program Contact: Osman Kilic (osman.kilic@qu.edu) 203-582-8267

Students majoring in Finance gain an understanding of key financial skills and concepts, and hone their analytical reasoning skills. They receive hands-on experience in money management, develop proficiency in data gathering and also learn the importance of ethical considerations in financial decision making. 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.

Students may take an investment management focus to prepare them to pursue their interest in the financial services sector working in investment banking, portfolio management or investment analysis. Upon completion of the finance core and investment management courses, students will have the educational requirements to sit for the Chartered Financial Analyst (CFA) Level I examination.

Students may also study financial technology and innovation, focusing on the emergence of transformative technologies in the finance sector, including cryptocurrency, peer-to-peer lending, crowdfunding, blockchain and technology-driven disruptive financial strategies. In this focus area, students learn Fintech applications in wealth management, insurance, banking, risk management and portfolio optimization. The focus instills the necessary expertise to enable students to pursue careers in the newly emerging area of Fintech.

Students may focus in corporate finance and prepare for careers in the management and operations of large and small corporations. Upon completion of the finance core and select 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.

Student learning opportunities are enhanced by the resources available within the Terry W. Goodwin '67 Financial Technology Center (FTC). The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students earn Bloomberg Market Concepts (BMC) certifications using the resources available at the FTC. 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 CFA "Investment Research Challenge," Bloomberg Trading competition, and Rotman Trading competitions.

Extracurricular activities include the Investment Club. This student-led organization sponsors investment challenges, campus speakers and trips to financial markets and institutions. The club also provides 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.

BS in Finance Curriculum

Graduation with a BS in finance requires that the student complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		34
Finance Core		
FIN 310	Investment Analysis	3
FIN 320	Financial Modeling	3
FIN 325	Financial Analytics	3
FIN 350	Financial Markets and Institutions	3
FIN 360	Financial Statement Analysis	3
FIN 380	Intermediate Corporate Finance	3
Finance Electives		
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	
CIS 245	Object-Oriented Programming	
IB 335	International Finance	
SB 360	International Business Immersion	
Open Electives		
Select 15 credits		15
Total Credits		122

Student Learning Outcomes

Upon completion of this degree program, students will demonstrate:

- 1. **Business knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- 2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools
- 3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- 4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- 5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- 6. **Cultural Adaptability:** Students recognize and apply knowledge and diversity within and across individual and groups.
- 7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Finance

A minimum of 60 credits is required for transfer into the BS in Finance program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3
Additional Elective (Business or other)		3
Credits		16
Total Credits		61

Minor in Finance

Program Contact: Osman Kilic (osman.kilic@qu.edu) 203-582-8267

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 skill set—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, financial technology and innovation, 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 325	Financial Analytics	
FIN 350	Financial Markets and Institutions	
FIN 360	Financial Statement Analysis	
FIN 380	Intermediate Corporate Finance	
Total Credits		18

Students may request permission to use one non-finance course to fulfill their minor requirements.

DEPARTMENT OF MANAGEMENT

Select five additional courses	15
HM 201 or any 200-300 level MG course	
Total Credits	18

The mission of the Department of Management is to: 1) build students' core competencies in management through engaged learning and real-world application; 2) prepare students for successful careers in their chosen fields; and 3) empower students to use their knowledge, skills and abilities to positively contribute to their organizations and communities.

In particular, students completing a degree in Applied Business, Human Resource Management or Supply Chain Management are able to apply management systems to assess employee and organizational needs in different types of organizational environments; utilize qualitative and quantitative models, theories and concepts; communicate 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. Students will be agents of change in the workplace by implementing modern, agile workplace strategies.

- Bachelor of Science in Applied Business (<http://catalog.qu.edu/business/management/applied-business-bs/>)
- Bachelor of Science in Human Resource Management (<http://catalog.qu.edu/business/management/human-resource-management-bs/>)
- Bachelor of Science in Supply Chain Management (<http://catalog.qu.edu/business/management/supply-chain-management-bs/>)
- Minor in Management (p. 263)

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
or MG 105	Organizational Management	

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. 265)
- Bachelor of Science in Biomedical Marketing (p. 264)
- Minor in Marketing (p. 267)

Bachelor of Science in Biomedical Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

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
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243) ¹		21
Biomedical Science Core		
BMS 117	The Human Organism	3
BMS 117L	The Human Organism Lab	1
BMS 162	Human Health and Disease	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
HM 201	Introduction to Healthcare Management	3
Biomedical Marketing Core		
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 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 from the following list:		3
MK 210	Consumer Behavior	
MK 321	Marketing Analytics	
MK 324	Business-To-Business Marketing	
MK 355	Services Marketing	
Open Electives		
Complete 9 credits		9
Total Credits		121

¹ The science requirements in the biomedical marketing program also satisfy 13 credits within the University Curriculum.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

1. **Business knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.

7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Biomedical Marketing

A minimum of 60 credits is required for transfer into the BS in Biomedical Marketing program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15

Second Year

Fall Semester

Managerial Accounting	3
Finance	3
International Business	3
Management	3
Art Elective	3
Credits	15

Spring Semester

Operations Management	3
Business Law	3
Science Elective with Lab	4
Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Bachelor of Science in Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

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
Business Core Curriculum		
Complete the Business Core Curriculum (p. 242)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 243)		34
Marketing Core		
MK 210	Consumer Behavior	3
MK 320	Marketing Research	3
MK 321	Marketing Analytics	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
Marketing Electives		
Select 6 credits of the following:		6
MK 301	Internet Marketing	
MK 312	Advertising	
MK 315	Media Planning	
MK 324	Business-To-Business Marketing	
MK 326	Fashion Marketing	
MK 350	Marketing History	
MK 355	Services Marketing	
MK 383	Professional Selling and Sales Management	
MK 488	Marketing Internship	
IB 345	Global Supply Chain	
Open Electives		
Complete 18 credits		18
Total Credits		122

Student Learning Outcomes

- Students who graduate with this degree will demonstrate the following competencies:
- 1. **Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
 - 2. **Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
 - 3. **Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
 - 4. **Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
 - 5. **Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
 - 6. **Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
 - 7. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

- Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:
- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
 - Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Marketing

A minimum of 60 credits is required for transfer into the BS in Marketing program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4

Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

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
Total Credits		18

GLOBAL BUSINESS AFFAIRS POLISH CERTIFICATE PROGRAM

Program Contact: Gedeon Werner (gedeon.werner@qu.edu)
203-582-7343

This certificate program addresses a range of knowledge and skills necessary for a successful career in international business with the focus on the EU region, and Poland in particular.

Global Business Affairs Polish Certificate Program of Study

Students pursuing this certificate take a total of five courses (15 credits) as outlined below.

Code	Title	Credits
Required		
IB 120	Introduction to Doing Business in the European Union	3
SB 488	Business Internship *	3
or IB 399	International Business Independent Study	
SB 360	International Business Immersion **	3
Choose two electives from list below or from approved courses taken during semester abroad in Poland.		6
EC 350	International Economics	
HS 209	Twentieth-Century Europe	
IB 105	International Business Environment	
or IB 201	Globalization and International Business	
IB 320	Introduction to Global Entrepreneurship	
IB 324	Negotiating Internationally	
IB 335	International Finance	
IB 352	International Management	
LE 317	International Law (PO 317)	
LE 319	International Law and the Individual	
LE 329	European Union Law	
PO 211	Introduction to International Relations	
PO 321	Comparative Government	
POL 101	Elementary Polish I (Only one may be taken for credit toward the certificate)	
or POL 102	Elementary Polish II	
Total Credits		15

* Must be taken in Poland and could also fulfill the requirements of the SB 360 International Business Immersion.

** SB 360 (Travel to Poland) and IB 399 (Consulting with Polish Companies through the Central European Institute).

MINOR IN BUSINESS

Program Contact: Christopher Neidig
(Christopher.Neidig@qu.edu) 203-582-3868

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 ¹	3
MG 210	Essentials of Management and Organizational Behavior	3
MK 201	Marketing Principles ¹	3
Select any two business electives		6
Total Credits		18

¹ Note: EC 111 is a prerequisite for FIN 201.

SCHOOL OF COMMUNICATIONS

Center for Communications and Engineering

Ed McMahon Communications Center, Lender building

203-582-8492 (central office)

Administrative Offices

Title	Name	Phone	Email
Dean	Chris Roush	203-582-3641	christopher.roush@qu.edu
Associate Dean	Terry Bloom	203-582-8440	terry.bloom@qu.edu
Assistant Dean for Academic Advising	Danielle Reinhart	203-582-8501	danielle.reinhart@qu.edu
Director of Career Development	Lila Carney	203-582-8358	lila.carney@qu.edu
Assistant Director for Academic Advising	Rosa Nieves	203-582-3498	rosa.nieves@qu.edu
Director of Operations	Peter Sumby	203-582-3413	peter.sumby@qu.edu
Assistant Director of Operations	Michael Schleif	203-582-3120	michael.schleif@qu.edu
Director of Community Programming	David DesRoches	203-582-7539	david.desroches@qu.edu
Quinnipiac in Los Angeles Program Novo	Andres Rosende	203-582-8492	andres.rosendenovo@qu.edu

Departments

Department	Chairperson	Phone	Email
Film, Television and Media Arts	Frederick Staudmyer	203-582-6554	frederick.staudmyer@qu.edu
Interactive Media and Design	Pattie Belle Hastings	203-582-8450	pattiebelle.hastings@qu.edu
Interactive Media and Design, Co-Chair	Ewa Callahan	203-582-3470	ewa.callahan@qu.edu
Journalism	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Media Studies (BA in Worthington Communications)	Nancy Worthington	203-582-8059	nancy.worthington@qu.edu
Strategic Communication (BA in Advertising and Integrated Communications & BA in Public Relations)	Hilary Fussell Sisco	203-582-3682	hilary.fussellsisco@qu.edu

Graduate Programs

Title	Name	Phone	Email
Graduate Program Director, Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@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	Laura Willis	203-582-7805	laura.willis@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 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 within the major.

Career Development

In the School of Communications, staff work with students to explore career interests through individual appointments and group sessions, guide them through the career development process, provide tools for students to network with alumni and employers, and assist with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Staff instruct a career development course that provides a structured environment for students to develop their professional materials. 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 cinematic production management; interactive media and communications; 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 the Alumni Advisory Board (<https://www.qu.edu/schools/communications/alumni-advisory-board.html>), consisting of media leaders and executives.

On campus, students work in one of the finest university educational facilities in the Northeast — the Ed McMahon 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, a 360 virtual reality studio, 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 Quinnipiac University Podcast Studio, 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. 284)
- Bachelor of Arts in Communications (p. 281) (Media Studies)
- Bachelor of Arts in Film, Television and Media Arts (p. 273)
- Bachelor of Arts in Graphic and Interactive Design (p. 277)
- Bachelor of Arts in Journalism (p. 279)
- Bachelor of Arts in Public Relations (p. 285)

Bachelor of Fine Arts

- Bachelor of Fine Arts in Film, Television and Media Arts (p. 274)

Dual-Degree Programs

- Communications Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 288)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (<http://catalog.qu.edu/graduate-studies/communications/dual-degree-cinematic-production-management-ba-bs-ms/>)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 404)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 405)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 406)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 408)

Minors

- Minor in Advertising and Integrated Communications (p. 286)
- Minor in Film and Television (p. 276)
- Minor in Journalism (p. 280)
- Minor in Media Studies (p. 282)
- Minor in Public Relations (p. 286)

Master's Degrees

- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/>)
- Master of Science in Interactive Media and Communications (p. 398)
- Master of Science in Journalism (p. 399)

- Master of Science in Public Relations (p. 400)
- Master of Science in Public Relations - Online/Professional Track (p. 402)
- Master of Science in Sports Journalism (p. 403)

Dual-Degree Programs

- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (<http://catalog.qu.edu/graduate-studies/communications/dual-degree-cinematic-production-management-ba-bs-ms/>)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 404)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 405)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 406)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 408)

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, 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, television and streaming media. 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 coursework 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. 273)
- Bachelor of Fine Arts in Film, Television and Media Arts (p. 274)
- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/>)
- Minor in Film and Television (p. 276)

Bachelor of Arts in Film, Television and Media Arts

Program Contact: Frederick Staudmyer (Frederick.Staudmyer@qu.edu)
203-582-6554

Students in the Film, Television and Media Arts program 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 (MA or MFA) work.

Programs of Study

The standard degree in Film, Television and Media Arts is the 45-credit bachelor of arts. 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 ¹		46
Required School of Communications core courses ²		
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 Colloquy: Production	3
Electives		
Select three of the following:		9
FTM 280	Visual Effects (VFX) Techniques	
FTM 320	History of Film I (to 1975)	
FTM 322	History of Film (and Television) II	
FTM 330	Emerging Cinematography Techniques	
FTM 342	Directing Film and Television	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production	

FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Animation Techniques	
FTM 397	Summer Production Project	
COM 490	Communications Career Internship	
Other courses with chair's approval		
Minor Courses		18
Total Credits		123

- ¹ All students must complete the 46 credits of the University Curriculum (p. 65). 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.
- ² 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.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Creative Thinking and Visual Literacy:** 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.
2. **Written and Oral Communication:** 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.
3. **Critical Thinking and Reasoning:** 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.
4. **Information Fluency:** 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.
5. **Social Intelligence:** 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.
6. **Diversity Awareness and Sensitivity:** 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.

7. **Responsible Citizenship:** 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.

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 first-year students 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. 19) page of this catalog.

Bachelor of Fine Arts in Film, Television and Media Arts

Program Contact: Frederick Staudmyer (Frederick.Staudmyer@qu.edu)
203-582-6554

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 (MA or 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

Students majoring in Film, Television and Media Arts must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
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
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 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 Colloquy: Production	3
COM 490	Communications Career Internship	3
Electives		
Select five of the following:		15
FTM 280	Visual Effects (VFX) Techniques	
FTM 330	Emerging Cinematography Techniques	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production	
FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Animation Techniques	
FTM 397	Summer Production Project	

COM 491 Communications Career Internship II

Other courses with chair's approval

Total Credits **123**

¹ All students must complete the 46 credits of the University Curriculum (p. 65). Students majoring in Film, Television and Media Arts complete their Integrative Capstone Requirement within the major with FTM 495. In place of those credits, the student must select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Creative Thinking and Visual Literacy:** 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.
- Written and Oral Communication:** 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.
- Critical Thinking and Reasoning:** 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.
- Information Fluency:** 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.
- Social Intelligence:** 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.
- Diversity Awareness and Sensitivity:** 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.
- Responsible Citizenship:** 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.

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 first-year students 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. 19) page of this catalog.

Minor in Film and Television

Program Contacts:

Film History/Analysis Track David Atkins (David.Atkins@qu.edu)
203-582-6552

Production/Writing Track Ashley Brandon (Ashley.Brandon@qu.edu)
203-582-7277

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 Communications Center, an all-digital, 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.

Film and Television Minor Curriculum

Students electing this minor must complete the courses under one of the following two tracks (18 credits). Either track is for students majoring from **within** or **outside** of the School of Communications.

Film and Television: Film History/Analysis Track

Code	Title	Credits
Minor requirements		
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
Film Elective ¹		3
FTM 450	Senior Seminar in Film and Television	3
Total Credits		18

¹ With permission of chairperson. Eligible courses include: FTM 380; SO 238, Sociology Through Film; COM 305, Vietnam; COM 340 (can choose either Cinema of India or Holocaust and Film) and others.

Film and Television: Production/Writing Track

Code	Title	Credits
Minor requirements		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 245	Intermediate Production	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. 64), 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. 277)
- Master of Science in Interactive Media and Communications (p. 398)

Bachelor of Arts in Graphic and Interactive Design

Program Contacts: Pattie Belle Hastings (PattieBelle.Hastings@qu.edu) 203-582-8450 and Ewa Callahan (Ewa.Callahan@qu.edu) 203-582-3470

Students majoring in Graphic and Interactive Design receive 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. They 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
University Curriculum ¹		46
Required School of Communications core courses ²		
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 School of Communications, 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 Graphic and Interactive Design courses		
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
Graphic and Interactive Design Electives ³		
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 440	Motion Graphics II	
Minor Courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 65). Students majoring in Graphic and Interactive Design complete their Integrative Capstone Requirement within the major with GID 480. In place of those credits, the student must select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

- ³ 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.

Student Learning Outcomes

The BA in Graphic and Interactive Design program encompasses the full spectrum of visual communication. It acknowledges that design is a cultural catalyst that bridges commerce and social causes. The program provides a rigorous curriculum of conceptualization, problem solving, innovation, critical thinking and visualization. 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, UI, UX, and mobile interaction design. The following competencies are critical to the effective contribution of entry-level designers in professional design practice and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Solve Creative Problems:** 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.
2. **Communicate Ideas:** 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.
3. **Actualize Concepts:** 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.
4. **Evaluate Solutions:** 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.
5. **Implement Processes:** 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.
6. **Produce Professional Design:** 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 first-year students 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. 19) 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. 279)
- Master of Science in Journalism (p. 399)
- Master of Science in Sports Journalism (p. 403)
- Minor in Journalism (p. 280)

Bachelor of Arts in Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

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
University Curriculum ¹		46
Required School of Communications core courses:		
²		
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 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
Required Journalism Courses		
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

Electives

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

Other Electives

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
MSS 231	Media and Society
MSS/WS 311	Diversity in the Media (WGS 311)
MSS/WS 345	Media Users and Audiences (WGS 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

- 1 All students must complete the 46 credits of the University Curriculum (p. 65). 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.
- 2 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.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **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.
2. **Command of the techniques** used to produce and present news in digital, broadcast and print environments, and understand the interconnectedness of these systems.
3. **Familiarity with the history of journalism**, its social responsibility and the underpinnings of its practice in a culturally and racially diverse society.
4. **Understanding of the implications** of the First Amendment and the role journalism plays in a democracy.
5. **Engagement 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 first-year students 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. 19) page of this catalog.

Minor in Journalism

Program Contact: Molly Yanity
(Molly.Yanity@quinnipiac.edu) 203-582-5031

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 Bachelor of Arts in Communications/Media Studies program allows students to pursue their specific media-related interests while developing the effective communication skills and critical and creative thinking abilities employers are seeking. Students learn how media industries operate and, with their adviser's assistance, 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, social media, news, sports, fashion, public relations, marketing, advertising and media research. The major also prepares students to pursue graduate degrees in business, law, education, journalism, public relations and interactive media.

- Bachelor of Arts in Communications (p. 281)
- Minor in Media Studies (p. 282)

Bachelor of Arts in Communications

Program Contact: Nancy Worthington (Nancy.Worthington@qu.edu)
203-582-8059

The BA in Communications/Media Studies 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, social media, 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)

Students majoring in Communications/Media Studies must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
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 131	Media Innovators	3
MSS 332	Media Research Methods	3
MSS 340	Communications Law and Policy	3
MSS 495	Media Trend Forecasting and Strategy	3
COM 490	Communications Career Internship	3

Electives

Select four of the following, one of which must be a 400-level MSS elective: 12

MSS 220	Media, History and Memory ³
MSS 311	Diversity in the Media (WGS 311)
MSS 320	Communication Technologies: Evolution and Impact
MSS/WS 345	Media Users and Audiences (WGS 345)
MSS 346	Global Communication
MSS/PO 349	Political Communication (PO 349)
MSS 400	Special Topics
MSS/SPS 420	Sports, Media and Society (SPS 420)
MSS 441	Celebrity Culture
MSS 442	Media Critics and Influencers
MSS 443	Crime, Media and Culture
MSS 444	Popular Music
MSS 450	Senior Seminar
And/or any FTM, GID, 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

¹ All students must complete the 46 credits of the University Curriculum (p. 65). 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.

² Core must be completed by end of sophomore year.

³ 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.

Student 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:

1. **Apply** knowledge gained from their coursework and creative problem-solving skills to real-world situations facing media organizations, producers and users, showing a capacity for innovation and imaginative thinking
2. **Plan, conduct, analyze** and **report** original media research findings based on a survey, focus group, social media tracking or content analysis
3. **Interpret** secondary media research for media professionals and media consumers/users
4. **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
5. **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
6. **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
7. **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 first-year students 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. 19) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education where courses are encumbered

by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Communications

A minimum of 60 credits is required for transfer into the BA in Communications. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
Communications Core		3
Introduction to Mass Communication		3
English I		3
Elective		3
Elective		3
Credits		15
Spring Semester		
Communications Core		3
English II		3
Math		3
Elective		3
Elective		3
Credits		15
Second Year		
Fall Semester		
Communications		3
Public Speaking		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
Communications		3
Communications		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60

Minor in Media Studies

Program Contact: Nancy Worthington (Nancy.Worthington@qu.edu) 203-582-8059

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 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 131	Media Innovators	3
300- or 400-level Media Studies course		3
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. 284)
- Bachelor of Arts in Public Relations (p. 285)
- Master of Science in Public Relations (p. 400)
- Master of Science in Public Relations - Online/Professional Track (p. 402)
- Minor in Advertising and Integrated Communications (p. 286)
- Minor in Public Relations (p. 286)

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

Students majoring in Advertising and Integrated Communications must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
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 major courses		
STC 102	Principles of Advertising and Integrated Communications	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106) or FTM 110 Single Camera Production	3
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
Open elective		
Any School of Communications elective		3
Minor courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 65). 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.

Student Learning Outcomes

Upon completion of this program, students will be able to demonstrate the following competencies:

1. **Information fluency and analysis** – Analyze, assess and strategically employ data related to audiences and media content.
2. **Media Literacy** – Understand the modern media landscape and how to capitalize on the strengths of different media technologies.
3. **Social intelligence** – Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients,

team members, and audiences to achieve individual and common goals.

4. **Design thinking and production** – Implement basic multimedia production techniques and work effectively with content creators to produce deliverables related to campaigns.
5. **Effective communication** – Write effectively in a variety of formats for maximum audience impact.
6. **Critical and creative thinking** – Understand the principles of branding, cohesive messaging, and reputation management to apply how communication strategies and tactics integrate for a large-scale campaign 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 first-year students 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. 19) 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 various 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. Coursework culminates in the capstone experience, in which students carry out activities for a real-world client including conducting primary research, reviewing secondary research, proposing strategies and objectives, and producing a full campaign plan that includes collateral materials and evaluation methods.

BA in Public Relations Curriculum

Students majoring in Public Relations must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
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 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
Required major courses		
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
Electives		
Select three STC electives such as:		9
STC 102	Principles of Advertising and Integrated Communications	
STC 215	Web, Mobile and Interactive Design	
STC 311	Sports Public Relations (SPS 311)	
STC 320	Strategies for Social Media	
STC 335	Media Systems and Planning	
STC 341	Corporate Public Relations	
STC 343	Nonprofit Public Relations	
STC 344	Global Strategic Communications Management	
STC 346	Strategic Health Communication	
STC 348	Public Relations Event Planning	
STC 349	Media Relations	
STC 400	Special Topics	
STC 401	Bateman Competition Research	
STC 402	Bateman Competition Campaigns	
STC 405	The Agency	
STC 410	Branding Strategies	
Other courses with chair's approval		
Open elective		
Select any School of Communications elective		3
Minor Courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 65). 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.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- 1. **Information Fluency and Analysis:** 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.
- 2. **Critical and Creative Thinking:** 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.
- 3. **Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- 4. **Social Intelligence:** 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.
- 5. **Quantitative and Qualitative Literacy:** 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 first-year students 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. 19) 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.

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
STC 332	Communication Research and Analysis	3
Select two elective courses from Strategic Communication (STC).		6
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
STC 332	Communication Research and Analysis	3
Select three elective courses from Strategic Communication (STC).		9
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 majors inside and outside the School of Communications, such as those 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
STC 332	Communication Research and Analysis	3
Select two elective courses from Strategic Communication (STC).		6
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
STC 332	Communication Research and Analysis	3
Select three elective courses from Strategic Communication (STC) other than the student's major.		9
Total Credits		18

ACCELERATED DUAL-DEGREE (3+1)

The Accelerated Dual-Degree Bachelor's/Master's (3+1) programs are 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 25).

Students are invited to the program in their first-year and complete the bachelor's degree at an accelerated pace (three years as opposed to the typical four).

Undergraduate programs available include:

- Advertising and Integrated Communications (p. 284)
- Communications (Media Studies) (p. 281)
- Film, Television and Media Arts (BA) (p. 273)
- Film, Television and Media Arts (BFA) (p. 274)
- Graphic and Interactive Design (p. 277)
- Journalism (p. 279)
- Public Relations (p. 285)

Options for the graduate year include master's degree programs in:

- Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/>)
- Interactive Media and Communications (p. 398)
- Journalism (p. 399)
- Public Relations (p. 400)
- Sports Journalism (p. 403)

In certain cases, the MBA program also may be an option. Students who are interested in pursuing the MBA as their graduate degree should discuss it with their academic adviser for approval.

More information about the accelerated dual-degree program can be found on the Quinnipiac website, Communications Accelerated Dual-Degree Bachelor's/Master's Degree (3+1) (<https://www.qu.edu/schools/communications/programs/accelerated-dual-degree/accelerated-dual-degree-ba-or-bfa-ma-or-ms-program/>) page.

SCHOOL OF ENGINEERING

Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Interim Dean	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Director of Career Development	John Bau	203-582-7434	john.bau@qu.edu
Director of Operations and Technology	Richard G. Brownell	203-582-3653	richard.brownell@qu.edu

Programs

Program	Name	Phone	Email
Civil Engineering	John Greenleaf	203-582-5018	john.greenleaf@qu.edu
Computer Science-BA	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Computer Science-BS	Christian Duncan	203-582-3817	christian.duncan@qu.edu
Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu
Mechanical Engineering	Mary Phillips Ho	203-582-5026	mary.ho@qu.edu
Industrial Engineering	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Software Engineering	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Lean Six Sigma Certificate-Green Belt	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Six Sigma Certificate - Black Belt	Emre Tokgoz	203-582-7909	emre.tokgoz@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. 293)
- Bachelor of Science in Computer Science (p. 295)
- Bachelor of Science in Industrial Engineering (p. 297)
- Bachelor of Science in Mechanical Engineering (p. 299)
- Bachelor of Science in Software Engineering (p. 301)

Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 291)

Minors

- Minor in Computer Science (p. 304)

Dual-Degree Program

- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 303) (4+1)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (<http://catalog.qu.edu/health-sciences/biomedical-sciences/health-science-studies-bs/hss-ie-double-major/#text>)

Master of Science

- Cybersecurity (p. 421)

Certificate Programs

- Certificate in Lean Six Sigma – Green Belt (<http://catalog.qu.edu/engineering/engineering/lean-six-sigma/>)
- Certificate in Six Sigma – Black Belt (<http://catalog.qu.edu/engineering/engineering/lean-six-sigma-black/>)

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. 293)
- Bachelor of Science in Computer Science (p. 295)
- Bachelor of Science in Industrial Engineering (p. 297)
- Bachelor of Science in Mechanical Engineering (p. 299)
- Bachelor of Science in Software Engineering (p. 301)

Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 291)

Dual-Degree Program

- Bachelor's/Master of Science in Cybersecurity (4+1) (p. 303)

Minor

- Minor in Computer Science (p. 304)

Master of Science

- Master of Science in Cybersecurity (p. 421)

Certificate Programs

- Certificate in Lean Six Sigma – Green Belt (<http://catalog.qu.edu/engineering/engineering/lean-six-sigma/>)
- Certificate in Six Sigma – Black Belt (<http://catalog.qu.edu/engineering/engineering/lean-six-sigma-black/>)

Bachelor of Arts in Computer Science

Program Contact: Jonathan Blake (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 in Computer Science program 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.

Within the policies of the School of Engineering, the Computer Science program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the Dean's Office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take four UC courses from within Sciences (with lab), Humanities, Social Sciences, Fine Arts: ¹		13
Personal Inquiry I:		
Take three UC courses from within Sciences, Humanities, Social Sciences, Fine Arts ¹		
Personal Inquiry II:		
Choose one of the following: ²		
MA 141	Calculus of a Single Variable	
MA 229	Linear Algebra	
Take additional UC credits (the mathematics elective below could count) ⁴		
Personal Inquiry I and Personal Inquiry II Total		18
Integrative Capstone		3
Additional Requirements:		
MA elective ⁵		3
ENR 395	Professional Development Seminar	1
Directed Study		
Complete minimum 18 credits of approved directed study outside Computer Science ⁶		18
Computer Science Core Requirements		
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	3
CSC 493 Senior Thesis 1		1
CSC 494 Senior Thesis 2		3
CSC Electives (Take 9 credits of CSC elective courses) ³		9
Total Credits		103

- 1 Courses must be from different areas.
- 2 Counts in this category only if MA 141 is taken.
- 3 Can be a software engineering elective (SER 210 or any 300-level or above SER course).
- 4 Must meet a minimum of 18 credits in Personal Inquiry I & II.
- 5 Must be MA 140 or higher.
- 6 A minor or second major will satisfy this requirement.

Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from [Personal Inquiry](#) above.

Student Learning Outcomes

Upon completion of the program, graduates will have the following abilities:

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.

Program Educational Objectives

Graduates of the Computer Science BA or BS programs shall become successful professionals who are recognized for:

1. Advanced grasp of core computer science knowledge and skill.
2. Ability to communicate 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Computer Science

A minimum of 60 credits is required for transfer into the BA in Computer Science program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Java Programming I		4
Elective		3
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3

Elective	3
Credits	16
Second Year	
Fall Semester	
Calculus II	4
General Chemistry I with Lab	4
History Elective	3
Elective	3
Elective	3
Credits	17
Spring Semester	
Digital Circuits/Electronics	3
General Chemistry II with Lab	4
Math Elective	3
Elective	3
Elective	3
Credits	16
Total Credits	66

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 coursework 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 124 credits as outlined here:

A minimum grade of C- is required to satisfy the prerequisites of all civil engineering courses having the CER designation.

Within the policies of the School of Engineering, the Civil Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the Dean's Office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3

EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 265	Matrix Algebra and Differential Equations	4

Disciplinary Inquiry:

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
Humanities		3
Fine Arts		3

Personal Inquiry:

Choose one of the following:

BIO 101 & 101L	General Biology I and General Biology I Lab	4
ENR 110	The World of an Engineer	3
MA 151	Calculus I	4
PHY 121	University Physics	4

Two courses from Humanities, Social Science, Fine Arts (must be from two different areas) 6

Integrative Capstone:

University Capstone	3
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Intercultural Understanding

3 credits within the breadth component of the university curriculum (everything other than foundations of inquiry) must be from classes marked as "I" (intercultural understanding).

In addition to the University Curriculum requirements, students majoring in Civil Engineering must take the following:

Foundational Courses for Civil Engineering		
MA 153	Calculus II: Part A	2
MA 154	Calculus II: Part B	2
MA 251	Calculus III	4
CSC 106	Introduction to Programming for Engineers	3

Science Technical Elective (Take one of the following): 4

CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
PHY 122	University Physics II	
BIO 102 & 102L	General Biology II and General Biology Lab II	

Common Engineering Curriculum

ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1

Civil Engineering Courses

MER 210	Fundamentals of Engineering Mechanics and Design	3
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 325 & 325L	Concrete Materials and Concrete Materials Lab	1
CER 330	Fundamentals of Environmental Engineering	3
CER 340	Introduction to Geotechnical Engineering and Foundation Design	3
CER 340L	Introduction to Geotechnical Engineering and Foundation Design Lab	1
CER 350	Hydrology/Hydraulic Design	3
CER 350L	Hydrology/Hydraulic Design Lab	1
CER 420	Design of Concrete Structures	3
CER 445	Advanced Geotechnical Engineering and Foundation Design	3
CER 455	Advanced Environmental Engineering	3
CER 490	Engineering Professional Experience	0
CER 497	Design of Civil Engineering Systems I	3
CER 498	Design of Civil Engineering Systems II	3
Select two Civil Engineering Electives		6
Technical Elective ¹		3
Total Credits		124

¹ Includes any CER elective or a 200-level or higher MER, IER, SER, MA, BIO or CHE course with program director approval.

Student Learning Outcomes

Attainment of the following competencies prepares graduates to enter the professional practice of engineering:

1. Ability to **identify, formulate, and solve** complex engineering problems by applying principles of engineering, science and mathematics.
2. 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. Ability to **communicate effectively** with a range of audiences.
4. 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. 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. Ability to **develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment** to draw conclusions.
7. Ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years following graduation, 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Civil Engineering

A minimum of 60 credits is required for transfer into the BS in Civil Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
Elective		3
Elective		3
Credits		16
Spring Semester		
English II		3
Calculus-Based Physics		4
Calculus II		4
General Chemistry I with Lab		4
Credits		15
Second Year		
Fall Semester		
Calculus-Based Physics II		4
Calculus III - Multivariable		4
Introduction to Biology with Lab		4
Elective		3
Credits		15
Spring Semester		
Differential Equations		3
Engineering Statics		3
History Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		61

Bachelor of Science in Computer Science

Program Contact: [Christian Duncan](#) 203-582-3817

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.

Within the policies of the School of Engineering, the Computer Science program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the Dean's Office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take one of the following Natural Science courses: ¹		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: ²		9
Personal Inquiry I:		
Take second semester of Natural Science course chosen above ¹		4
Take two additional courses from within Humanities, Social Sciences, Fine Arts ²		6
Personal Inquiry II:		
MA 141	Calculus of a Single Variable ⁶	3
Take an additional 5 UC credits (the mathematics elective below could count) ⁴		5
Integrative Capstone		3
Additional Requirements:		
MA 229	Linear Algebra	3
MA electives (take 6 additional credits). All MA electives must come from the following list: ⁵		6
MA 150	Integral Calculus With Applications	
MA 153	Calculus II: Part A	
MA 154	Calculus II: Part B	
MA 285	Applied Statistics	
MA 301	Foundations of Advanced Mathematics	
MA 305	Discrete Mathematics	
MA 318	Cryptography (CSC 318)	
MA 321	Abstract Algebra	
MA 370	Number Theory	

MA 378	Mathematical Modeling	
Or any mathematics course with rigor at least equivalent to MA 141 with program director approval		
ENR 395	Professional Development Seminar	1
Computer Science Core Requirements		
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
SER 225	Introduction to Software Development	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
CSC 325	Database Systems (SER 325)	3
CSC 340	Networking and Distributed Processing	3
CSC 491	Senior Project I	3
CSC 492	Senior Project II	3
CSC Electives (Take 9 credits of CSC elective courses) ³		9
Total Credits		105

- ¹ Must take the full-year sequence.
- ² Courses must be from different areas.
- ³ Can be a software engineering elective (SER 210 or any 300-level or above SER course).
- ⁴ Must meet a minimum of 18 credits in Personal Inquiry I & II.
- ⁵ Total math credits must equal a minimum of 15.
- ⁶ MA 151 (Calculus I) can also count.

Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from [Personal Inquiry](#) above.

Student Learning Outcomes

Graduates of the program will have an ability to:

1. **Analyze** a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. **Design, implement and evaluate** a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. **Communicate effectively** in a variety of professional contexts.

4. **Recognize** professional responsibilities and **make informed judgments** in computing practice based on legal and ethical principles.
5. **Function effectively** as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. **Apply** computer science theory and software development fundamentals to produce computing-based solutions.

Program Educational Objectives

Within four to seven years of graduation, graduates of the Computer Science BA or BS program are expected to:

1. Apply advanced computer science knowledge and skills.
2. Communicate complex ideas and problems to a professional audience.
3. Demonstrate ethical behavior and capacity for finding computing solutions that consider both the technical and social consequences of their work.
4. Demonstrate leadership and mentorship, and contribute to their profession and community.
5. Pursue 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major

(e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Computer Science

A minimum of 60 credits is required for transfer into the BS in Computer Science program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Java Programming I		4
Elective		3
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3
Elective		3
Credits		16
Second Year		
Fall Semester		
Calculus II		4
General Chemistry I with Lab		4
History Elective		3
Elective		3
Elective		3
Credits		17
Spring Semester		
Digital Circuits/Electronics		3
General Chemistry II with Lab		4
Math Elective		3
Elective		3
Elective		3
Credits		16
Total Credits		66

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 coursework 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. Students must complete the following requirements:

Within the policies of the School of Engineering, the Industrial Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the Dean's Office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 285	Applied Statistics	3
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
	Humanties	3
	Social Science	3
	Fine Arts	3
Personal Inquiry:		
Part 1:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
	Humanties, Social Science, Fine Arts (2 classes; must be from two different areas)	6
Part 2:		
ENR 110	The World of an Engineer	3
MA 151	Calculus I	4
PHY 121	University Physics	4
Integrative Capstone:		
	University Capstone	3

In addition to the University Curriculum, students majoring in Industrial Engineering must complete the following requirements:

Foundational Courses for Industrial Engineering		
MA 153	Calculus II: Part A	2
MA 154	Calculus II: Part B	2
Take one of the following CSC Courses		3-4
CSC 106	Introduction to Programming for Engineers	
or		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	

Select minimum of seven credits of the following Mathematics and Science Electives: 7

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 251	Calculus III
MA 265	Matrix Algebra and Differential Equations ¹
MA 301	Foundations of Advanced Mathematics
MA 365	Ordinary Differential Equations
PHY 122	University Physics II

Common Engineering Curriculum

ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1

Industrial Engineering Courses

IER 220	Production Systems (MER 225)	3
IER 230	Lean Systems Engineering (MER 235)	3
IER 240	Physical Human Factors and the Workplace (MER 245)	1
IER 265	Cognitive Human Factors and the Workplace (MER 265)	2
IER 280	Data Analytics I	3
IER 310	Operations Research I (MER 315)	3
IER 360	Operations Planning and Control	3
IER 375	Statistical Process Control	3
IER 490	Engineering Professional Experience	1
IER 491	Capstone Project I	3
IER 498	Capstone Project II	3

Industrial Engineering Electives

IER Technical Electives ²	12
CER, IER, MER, SER Technical Electives ³	3
Open Electives	9-10

¹ Neither MA 229 nor MA 365 can be taken with MA 265

² All IER courses that are not required for an IE degree.

³ One additional IER technical elective or any 200-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.

Student Learning Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

1. Ability to **identify, formulate and solve** complex engineering problems by applying principles of engineering, science and mathematics.
2. 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. Ability to **communicate effectively** with a range of audiences.
4. 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. 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. Ability to **develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment** to draw conclusions.
7. Ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies.

Program Educational 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Industrial Engineering

A minimum of 60 credits is required for transfer into the BS in Industrial Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
History Elective		3
Elective		3
Credits		16
Spring Semester		
English II		3
Calculus II		4
Programming		3
Calculus-based Physics I		3
Chemistry		3
Credits		16
Second Year		
Fall Semester		
Calculus III - Multivariable		4
Introduction to Ethics		3
Calculus-based Physics II		3
Elective		3
Elective		3
Credits		16
Spring Semester		
Differential Equations		3
Engineering Statics		3
Math Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		63

Bachelor of Science in Mechanical Engineering

Program Contact: Mary Ho (Mary.Ho@quinnipiac.edu) 203-582-5026

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 126 credits.

Within the policies of the School of Engineering, the Mechanical Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semester, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the Dean's Office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 285	Applied Statistics	3
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
	Humanities	3
	Fine Arts	3
Personal Inquiry 1:		
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	
Humanities, Social Science, Fine Arts (2 classes; must be from two different areas)		6
Personal Inquiry 2:		
ENR 110	The World of an Engineer	3
MA 151	Calculus I	4
PHY 121	University Physics	4
Integrative Capstone:		
University Capstone		3
In addition to the University Curriculum, students majoring in Mechanical Engineering must complete the following requirements:		
Foundational Courses for Mechanical Engineering		
CSC 106	Introduction to Programming for Engineers	3
MA 153	Calculus II: Part A	2

MA 154	Calculus II: Part B	2
MA 251	Calculus III	4
MA 265	Matrix Algebra and Differential Equations	4
PHY 122	University Physics II	4
Common Engineering Curriculum		
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Mechanical Engineering Courses		
MER 210	Fundamentals of Engineering Mechanics and Design	3
MER 240	Introduction to Mechanical Engineering Design	1
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	
MER 498	ME Major Design Experience	3
Mechanical Engineering Electives		
Select two MER technical electives:		6
Technical elective		
Select one of the following:		3
One additional MER technical elective from above		
Other 200-level or higher CER, IER or SER course with program director approval		

Total Credits 126

Student Learning Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

1. Ability to **identify, formulate and solve** complex engineering problems by applying principles of engineering, science and mathematics.
2. 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. Ability to **communicate effectively** with a range of audiences.
4. 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. 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. Ability to **develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment** to draw conclusions.
7. Ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years after graduation, mechanical engineering alumni are expected to achieve the following objectives:

1. Attain position(s) of responsibility in which they:
 - a. work effectively in teams
 - b. manage resources
 - c. solve complex problems
 - d. communicate information
 - e. influence decisions
 - f. act ethically
 - g. balance constraints
2. Continue self-development through formal and informal learning opportunities.
3. Obtain sustained employment and/or further education in a technical/professional field.
4. Develop a 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 first-year students 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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer

science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Mechanical Engineering

A minimum of 60 credits is required for transfer into the BS in Mechanical Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
General Chemistry I with Lab		4
Introduction to Engineering		3
Elective		3
Credits		17
Spring Semester		
English II		3
Calculus-Based Physics		4
Calculus II		4
General Chemistry II with Lab		4
Credits		15
Second Year		
Fall Semester		
Calculus-Based Physics II		4
Calculus III - Multivariable		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Differential Equations		3
Engineering Statics		3
Microeconomics		3
Engineering Dynamics		3
Elective		3
Credits		15
Total Credits		61

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 coursework 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.

Within the policies of the School of Engineering, the Software Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the fall or spring semesters, 4 credits in the January term, or 10 credits in each summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take one of the following Natural Science courses ¹		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 ²		9
Personal Inquiry I:		
Take a second Natural Science course ¹		4
Take two additional courses from within Humanities, Social Sciences, Fine Arts ²		6
Personal Inquiry II:		
ENR 110	The World of an Engineer	3
MA 141	Calculus of a Single Variable	3
Take an additional 2 UC credits (some of the Additional Requirements below could count)		2
Integrative Capstone:		
University Capstone		3

Common Engineering Curriculum

ENR 395	Professional Development Seminar	1
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Additional Requirements³

MA 285	Applied Statistics	3
Additional 13 credits of Mathematics and Science		13

Any UC Natural Science Elective in BIO, BMS, CHE, PHY or SCI or in another science discipline with program director approval. If those electives are in the same discipline as the 8-credit Natural Science sequence, program director approval is needed.

Mathematics elective from the following list

MA 150 Integral Calculus With Applications

MA 153 Calculus II: Part A

MA 154 Calculus II: Part B

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 378 Mathematical Modeling

Or any Mathematics course with rigor at least equivalent to MA 141 with program director approval

Software Engineering Courses

CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
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CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
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CSC 215	Algorithm Design and Analysis	3
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SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
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SER 210	Software Engineering Design and Development	3
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SER 225	Introduction to Software Development	3
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SER 305	Advanced Computational Problem Solving	3
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SER 320	Software Design and Architecture	3
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SER 330	Software Quality Assurance	3
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SER 340	Software Requirements Analysis	3
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SER 350	Software Project Management	3
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SER 490	Engineering Professional Experience	1
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SER 491	Senior Capstone I	3
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SER 492	Senior Capstone II	3
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SER Elective: CSC 210, CSC 240 or any CSC or SER course at the 300-level or above ⁴		3
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SER Elective: Any two additional SER courses at the 300-level or above	6
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Total Credits	115
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- 1 The second Natural Science course must be a continuation of the first course.
- 2 Courses must be from different areas.
- 3 Total math/science credits must equal a minimum of 30. The total math credits must equal a minimum of 15 credits.
- 4 Waived with approved minor.
Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from Personal Inquiry II above.

Student Learning Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

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.

Program Educational Objectives

Within four to seven years of graduation, Software Engineering majors are expected to:

1. Be seen as models of ethical behavior in their profession and community.
2. Achieve sustained employment in a professional field and/or pursue additional educational opportunities.
3. Continue lifelong learning as they develop professionally and maintain currency with software engineering knowledge and skills.
4. 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 first-year students 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.

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Software Engineering

A minimum of 60 credits is required for transfer into the BS in Software Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
Java Programming I		4
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3
Elective		3
Credits		16
Second Year		
Fall Semester		
General Chemistry II with Lab		4

History Elective	3
Math Elective	3
Elective	3
Elective	3
Credits	16
Spring Semester	
General Chemistry II with Lab	4
Math Elective	3
Computer Science Elective	3
Computer Science Elective	3
Elective	3
Credits	16
Total Credits	65

Dual-Degree BA/MS or BS/MS in Cybersecurity (4+1)

Program Contact: Frederick Scholl (frederick.scholl@qu.edu)
203-582-7394

Quinnipiac students have the rare opportunity to earn a bachelor's degree in their field of interest and then continue their education to earn a Master of Science in Cybersecurity. Qualifying students can complete their undergraduate degree in four years and obtain their MS in Cybersecurity after one additional year. Students apply to the MS program in the spring of their junior year. In today's competitive market, a graduate degree is often the key to success, and there is a higher demand than ever for cybersecurity experts.

Complementary undergraduate programs include: Computer Science, Software Engineering, Criminal Justice, Political Science, Computer Information Systems, Business Administration, plus a variety of health science programs. Qualified candidates are automatically admitted to the graduate program upon completion of their undergraduate degree. Students have access to a dedicated adviser who is also the MS in Cybersecurity program director. Special programming and networking opportunities are available through a dedicated career development specialist.

The online MS in Cybersecurity program is the same program offered to graduate-level students. Courses are taught by world-class security experts, and cover concepts and practices in cloud security and software security. Individual 1-credit courses include emphasis on hands-on projects using real-world cybersecurity tools. Students complete a hands-on capstone project using commercial or open source security tools, and will then have the opportunity to become part of a security community, both regionally and nationally.

Dual-Degree BA/MS or BS/MS in Cybersecurity (4+1) Program of Study

The program is open to students from any major with 3.0 or higher who have taken Programming & Problem Solving (CSC 110) and Data Structures and Abstraction (CSC 111) or equivalents. In addition, it is required that students will have completed coursework or certificates in database management and networking by spring semester of their senior year.

The core of the 30-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 coursework 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.

Code	Title	Credits
MS in Cybersecurity Curriculum		
CYB 501	Foundations of Cyber Security	1
CYB 502	Introduction to Cyber Threats	1
CYB 503	Introduction to Cyber Defense	1
CYB 506	Introduction to Programming for Security Professionals	1
CYB 509	Operating Systems Security	1
CYB 517	Introduction to Cryptography	1
CYB 524	Relational Database Security	1
CYB 526	Non-Relational Database Security	1
CYB 540	Introduction to Secure Networking	1
CYB 550	Cyber Policy	3
CYB 660	Programming for Security Analytics	1
CYB 661	Programming for Security Automation	1
CYB 662	Secure Web Applications Design	1
CYB 663	Secure Web Applications Engineering	1
CYB 664	Web Applications Security Testing	1
CYB 665	Workforce Access Security	1
CYB 667	B2C Access Security	1
CYB 669	B2B Access Security	1
CYB 670	IoT Security	1
CYB 680	Introduction to Cloud Security	1
CYB 681	Securing Workloads in AWS	1
CYB 682	Securing Workloads in Azure	1
CYB 683	Resilient System Design and Development	1
CYB 684	Resilient System Testing	1
CYB 685	Operating Resilient Systems	1
CYB 691	MS Cybersecurity Capstone	3
Total Credits		30

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 first-year students 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
Take the following 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 205	Introduction to Discrete Mathematics (MA 205)	3
Take at least one of the following courses:		
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
Take courses from the following list to complete the 6-course requirement: ¹		
CSC 225	Introduction to Software Development	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 350	Intelligent Systems	3

CSC 375	Advanced Topics in Computer Science (SER 300)	3
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- ¹ 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	Janelle Chiasera	203-582-5241	janelle.chiasera@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

Departments/Programs Undergraduate Programs

Program	Name	Phone	Email
Biomedical Sciences			
Biomedical Sciences	Thomas Martin	203-582-3368	thomas.martin@qu.edu
Health Science Studies	Jason Scozzafava	203-582-7663	jason.scozzafava@qu.edu
Microbiology and Immunology	Thomas Martin	203-582-3368	thomas.martin@qu.edu
Diagnostic Imaging			
Diagnostic Medical Sonography	Marisa Hale	203-582-8264	marisa.hale@qu.edu
Radiologic Sciences	Alicia Giaimo	203-582-3814	alicia.giaimo@qu.edu
Rehabilitation, Health and Wellness			
Athletic Training	Stephen Straub	203-582-8443	stephen.straub@qu.edu
Fitness, Leisure and Wellness	Debora Lavigne	203-582-7943	debora.lavigne@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 Advanced Medical Imaging and Leadership (3+1)	Paula Demaio	203-582-3674	paula.demaio@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	Martha J. Sanders	203-582-8416	martha.sanders@qu.edu
BSHS-MOT Occupational Therapy	Norene Carlson	203-582-6455	anna.carlson@qu.edu
Physical Therapy BS/DPT	Tracy Wall	203-582-8212	tracy.wall@qu.edu
Social Work JD/ MSW	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu

Graduate Programs

Program	Name	Phone	Email
Master of Health Sciences			
Advanced Medical Imaging and Leadership	Paula Demaio	203-582-3674	paula.demaio@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	Terry O'Donnell	203-582-5329	terry.o'donnell@qu.edu (terry.odonnell@qu.edu)
Radiologist Assistant	John Candler	203-582-6205	john.candler@qu.edu
Master of Social Work	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu
Social Work JD/ MSW	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu
Entry-Level Occupational Therapy Doctorate	Salvador Bondoc	203-582-3727	salvador.bondoc@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.

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.

Academic and Clinical Software Package Cost

Students enrolled in certain undergraduate and graduate programs in the School of Health Sciences are required to pay for access to EXXAT, a clinical and academic software package. The cost for EXXAT is a one-time charge of \$150 (subject to change) that permits access to the software for the duration of the student's enrollment in their current major. Students in undergraduate and graduate programs that require clinical/fieldwork experiences will be required to pay for access to a documentation approval system through EXXAT. Specific information regarding documentation approval will be provided by individual programs.

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. 75).

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 (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/athletic-training-bs/>)
- Bachelor of Science in Biomedical Sciences (p. 311)
- Bachelor of Science in Diagnostic Medical Sonography (p. 332)
- Bachelor of Science in Health Science Studies (p. 314)
- Bachelor of Science in Microbiology and Immunology (p. 318)
- Bachelor of Science in Radiologic Sciences (p. 335)
- Online Health Science Studies (p. 326)
 - BS Completion Track

Dual-Degree Programs

- Entry-Level Dual-Degree BS in Health Science Studies/MOT (p. 338) (Direct Entry)
- Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1) (p. 328)
- Entry-Level Master's Physician Assistant (p. 349) (Direct Entry)
- Entry-Level Doctor of Physical Therapy (p. 343) (Direct Entry)
 - Dual-Degree BS in Health Science Studies/DPT (3+3) (p. 346)
 - Dual-Degree BS in Health Science Studies/DPT (4+3) (p. 348)
 - Dual-Degree BS in Athletic Training/DPT (4+3) (p. 344)
- Dual-Degree BS/MHS in Biomedical Sciences (concentrations in Medical Sciences or Microbiology) (p. 321)

- Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) (<http://catalog.qu.edu/health-sciences/biomedical-sciences/bms-pathologists-assistant-bs-mhs/>)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 309)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (<http://catalog.qu.edu/health-sciences/biomedical-sciences/health-science-studies-bs/hss-ie-double-major/#text>)

Minors

- Minor in Biomedical Sciences (p. 324)
- Minor in Microbiology and Immunology (p. 325)
- Minor in Nutrition (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/nutrition-minor/>)

Graduate Programs

Master of Health Science

- Advanced Medical Imaging and Leadership (p. 424)
- Cardiovascular Perfusion (p. 428)
- Biomedical Sciences (p. 425) with concentrations in:
 - Medical Sciences
 - Microbiology
- Pathologists' Assistant (p. 445)
- Physician Assistant (p. 448)
- Radiologist Assistant (p. 452)

Master of Social Work

- Master of Social Work (p. 439)
- Advanced Standing Master of Social Work (<http://catalog.qu.edu/graduate-studies/health-sciences/social-work-msw/advanced-standing/>)

Doctoral Degrees

- Entry-Level Professional Doctor of Occupational Therapy (OTD) (p. 435)
- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 443)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 344)

Certificate Programs

- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442) (Post-Professional)

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 five programs leading to the bachelor of science degree: Biomedical Sciences, Health Science Studies, Microbiology and Immunology, a Dual-Degree Bachelor/Master of Health Science in Biomedical Sciences, plus a Dual-Degree BS/MHS Biomedical Sciences to Pathologists' Assistant. Due to 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. 58) for information about the Pre-Medical Studies Program.

Bachelor's Degree Programs

- Bachelor of Science in Biomedical Sciences (p. 311)
- Bachelor of Science in Health Science Studies (p. 314)
- Bachelor of Science in Microbiology and Immunology (p. 318)
- Online Health Science Studies (p. 326)—BS Completion Track (p. 326)

Dual-Degree Programs

- Dual-Degree BS/MHS in Biomedical Sciences (concentration in Medical Sciences or Microbiology) (p. 321)
- Dual-Degree MS/MHS in Biomedical Sciences to Pathologists' Assistant (4+2) (<http://catalog.qu.edu/health-sciences/biomedical-sciences/bms-pathologists-assistant-bs-mhs/>)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 309)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (<http://catalog.qu.edu/health-sciences/biomedical-sciences/health-science-studies-bs/hss-ie-double-major/#text>)

Minors

- Minor in Biomedical Sciences (p. 324)
- Minor in Microbiology and Immunology (p. 325)
- Minor in Nutrition (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/nutrition-minor/>)

Independent Study

- Independent Study Opportunities (p. 324)

Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2)

Program Contact: Jason Scozzafava (jason.scozzafava@qu.edu) 203-582-7663, Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

The Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) program is designed for students entering the School of Health Sciences who have an interest in health care and want to pursue a career in the field of social work. Upon admission, students choosing this 3+2 program 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.

The Quinnipiac University MSW program prepares social workers for specialized practice in health and mental health. 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. The MSW program prepares you for social

work licensure and gives you the tools you need to provide patients/clients with counseling, crisis intervention and access to social welfare and community resources.

Social work is one of the fastest-growing occupations in the United States. As social workers, graduating students enter a broad range of high-demand fields. Hospitals, rehabilitation facilities, mental health clinics, schools and health departments all rely on social workers to treat veterans with PTSD, neglected children, people with chronic illnesses and many others. You will act as a crucial link between patients/clients and other professionals, ensuring that people receive critical health and mental health care.

Through this Accelerated Dual-Degree BS/MSW (3+2) program, you will complete both your bachelor's degree and your Master of Social Work (p. 439) in just 5 years.

Accelerated Dual-Degree BS/MSW Program of Study

Undergraduate 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
First Year		
Fall Semester		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: ¹		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
Spring Semester		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: ¹		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

¹ Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

Subsequent Course and GPA Requirements

Health Science Studies students must maintain a minimum overall science GPA of 2.25. Students meet with their academic advisers to develop a customized plan of study that incorporates their academic and career goals. To remain in good standing in the 3+2 program, students must maintain an overall GPA of 3.0, complete 20 credits in liberal arts, and earn 120 credits for degree completion in the third year. It is essential that students work closely with their academic adviser to carefully plan their course of study.

Students in this program take 9 credits of graduate coursework in their third year. These 9 MSW credits are used to fulfill both undergraduate and graduate requirements. Students must achieve a grade of B or higher in the graduate social work courses. Students earn the Master's Degree in Social Work upon satisfactory completion of all MSW graduate curriculum requirements.

Course selections must fulfill the following:

Code	Title	Credits
Curriculum Requirements		
University Curriculum Requirements		46
Foundational Science Core (biology, chemistry & physics)		13
Health Science Core Courses		7
Health Science Track Electives		6-15
Science Electives		9-18
Open Electives		30
Total Credits		120-123
Health Science Studies (HSC) Possible Courses		
HSC 202	Medical Terminology [*]	2
HSC 205	Age-Related (HSC 505) Community Engagement Youth	1
HSC 206	Community Engagement Legacy Service Learning Seminar: International (HSC 506)	1
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (hsc 507)	1
HSC 210	Introduction to Evidence-Based Health Care	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 215	Complementary and 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 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

MSW Courses (taken in the third year)

Students admitted to the program take 9 credits of graduate coursework in their third year.

Code	Title	Credits
Fall Semester		
SW 504	Social Welfare and Social Policy	3

SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
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Spring Semester

SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
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Admission Requirements

The requirements for admission into the undergraduate Health Science Studies programs are the same as those for admission to Quinnipiac University. The Accelerated Dual-Degree BS/MSW (3+2) is primarily a direct admit program for first-year students.

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. 19) page of this catalog.

Bachelor of Science in Biomedical Sciences

Program Contact: Thomas Martin (thomas.martin@qu.edu) 203-582-3368

The curriculum for the Bachelor of Science in Biomedical Sciences program provides students with a solid foundation in the basic and biomedical sciences, which enables them to pursue many different avenues of opportunity depending on their 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, students may wish to continue their 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 two to three graduate courses to fulfill undergraduate degree requirements. See policy here. (p. 160)

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. 65) 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
First Year		
Fall Semester		
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 ¹ or Calculus of a Single Variable	3
Credits		17
Spring Semester		
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
Second Year		
Fall Semester		
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
Spring Semester		
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

Third Year

Fall Semester

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

Spring Semester

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

Fourth Year

Fall Semester

BMS 318	Pathophysiology	3
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		16-17

Spring Semester

Science Elective		3
SHS 420	Integrative Capstone	3
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		15-16
Total Credits		122-125

¹ 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	Biomedical Basis and Experience of Human Aging	3
BMS 221	Physiology and Effects of Obesity in Society	3
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 299	Biomedical Sciences Journal Club	1
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 and Lab	4
BMS 364	Molecular Mechanisms of Cancer Therapies	3
BMS 370 & 370L	General Microbiology and General Microbiology Lab	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 397	Biomedical Sciences Internship	1-4
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 475	Special Topics in Microbiology	1-4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	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
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Student Learning Outcomes

Upon completion of the Bachelor of Science in Biomedical Sciences program, students will demonstrate the following competencies:

1. **Foundational Knowledge:** Demonstrate advanced knowledge of the major disciplines in the biomedical sciences (biology, chemistry, physics, physiology, microbiology, immunology, pathophysiology).
2. **Disease Mechanisms:** Identify factors that influence human health and disease.
3. **Translational Science:** Critically analyze how new research discoveries can be translated into effective patient treatments/interventions.
4. **Professional Skills:** Master the essential technical skills critical for success in a laboratory environment.
5. **Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.
6. **Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

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. 58) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Biomedical Sciences

A minimum of 60 credits is required for transfer into the BS in Biomedical Sciences program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Math - Pre-Calculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab		4
General Physics with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology II with Lab		4
General Physics II with Lab		4
Microbiology with Lab		4
Elective		3
Credits		15
Total Credits		60

Bachelor of Science in Health Science Studies

Program Contact: Jason Scozzafava (jason.scozzafava@qu.edu) 203-582-7663

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. A strong emphasis on individualized academic advising is at the core of this program.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. By their second year, students choose between the Clinical Preparation Track, Exercise & Nutrition Track, or the most flexible, Health & Science Track. This decision may change at anytime during their undergraduate program. A select number of students accepted into the

Health Science Studies major may be invited into the Physician Assistant (PA) Prep Track. The student-adviser relationship provides opportunity and support for each student, while pursuing *their goals* within the Quinnipiac University educational experience.

All students are strongly encouraged to declare a minor early in their undergraduate program to help broaden their foundational knowledge to help prepare them for their future careers or graduate programs. Qualified students have applied and attended graduate programs *such as* medical school, dental school, physician assistant, physical therapy, occupational therapy, nutrition, social work, speech language pathology, genetic counseling, medical laboratory sciences, pathology assistant or one of the many other health care related programs. Successful students have been accepted into combination programs such as the Dual-Degree BS/MBA (4+1) (p. 391) Health Care Management program, Accelerated Dual-Degree BS/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>) Pre-Law program, and Accelerated Dual-Degree BS/MSW (3+2) (p. 309) Master of Social Work program. Other options are to prepare for application to Accelerated BSN program for Second-Degree Students (<https://catalog.qu.edu/nursing/nursing-accelerated-bsn/>) Nursing BS, or apply for a double major in health science studies along with psychology or sociology. 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.

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.

BS in Health Science Studies Curriculum

A total of 120 credits is required for completion of the BS in Health Science Studies. Below is a sample first year plan of study.

Course	Title	Credits
First Year		
Fall Semester		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: ¹		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
Spring Semester		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: ¹		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

¹ 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. During the first two years of study, students select a specific track. 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 (additional biology, chemistry & physics)	13
	Health Science Track Specific Courses	19
	Science Electives (e.g., health science studies, biology, biomedical sciences)	12
	Open Electives	30
Total Credits		120

HSC offers the following tracks:

- Clinical Preparation Track (p. 317)
- Exercise & Nutrition Track (p. 317)
- Health & Science Track
- Physician Assistant (PA) Preparation Track (Invitation Only)

Student Learning Outcomes

Upon completion of the Health Science Studies program, students will demonstrate the following competencies:

1. **Scientific Knowledge:** Demonstrate proficiency in understanding and explaining fundamental scientific principles in the disciplines of biology, chemistry and physics.

- 2. **Interprofessional Skills:** Effectively communicate information across the medical professions using advanced medical vocabulary.
- 3. **Teamwork:** Apply an advanced understanding of the interprofessional nature of health care.
- 4. **Health Systems:** Develop an advanced knowledge of the U.S. health care system and effectively describe challenges/issues that affect it.
- 5. **Evidence Informed Practice:** Critically evaluate biomedical information and sources to confirm validity and reliability.
- 6. **Responsible Citizen:** Evaluate the social, moral and ethical implications of scientific discoveries on medical practice.

Additional Track-Specific SLOs

Clinical Preparation & PA-Prep Track

- **Patient Communication:** Develop fundamental clinical skills to effectively interview and communicate with patients.

Exercise & Nutrition Track

- **Essential Nutrition:** Effectively understand the role that food and nutrients play for optimal health and disease processes.
- **Exercise Prescription:** Apply an advanced understanding of the proper exercise techniques, indications, contraindications and progression as related to injury, prevention, reconditioning, and return to work/ participation guidelines.

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. First-year 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, with a science GPA of 2.25 minimum, 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 or BIO 211 & BIO 212, 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. 58) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Health Science Studies

A minimum of 60 credits is required for transfer into the BS in Health Science Studies program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Introduction to Health Care		2
Math - Statistics		3
Credits		16
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Medical Terminology		2
Elective		3
Credits		16

Second Year**Fall Semester**

Anatomy & Physiology I with Lab	4
General Physics with Lab	4
Elective	3
Elective	3

Credits 14

Spring Semester

Anatomy & Physiology II with Lab	4
Elective	3
Elective	3
Elective	3
Elective	2

Credits 15

Total Credits 61

Clinical Preparation Track

This track provides students with a solid foundation in patient communication and evidence-based-medicine. This foundation helps to prepare students for graduate education in a variety of medical fields, such as (but not limited to) MD, DO, Dentistry, Pharmacy, Podiatry, Optometry, Audiology, Speech Language Pathology, Genetic Counselor, Anesthesiologists' Assistant, Pathologists' Assistant or Physician Assistant, and Accelerated Nursing programs. Students in the Clinical Preparation Track are required to take the following courses:

Code	Title	Credits
Core Requirements (8 credits)		8
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
HSC 334	Clinical Skills Patient Communication	1
Choose one of the following courses (3 credits):		3
HSC 380	International Health Care - Field Research	
HSC 388 & 388L	EMT I Training and EMT I Training Lab	
HSC 397	Pre-Health Professions Clinical Affiliation	
Choose 8 credits from the following courses:		8
HSC 205	Age-Related (HSC 505) Community Engagement Youth	
HSC 206	Community Engagement Legacy Service Learning Seminar: International (HSC 506)	
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (hsc 507)	
HSC 210	Introduction to Evidence-Based Health Care	
HSC 230	Counseling and Teaching for Health Care Professionals	

HSC 301	Health Care Challenges and Team-Based Solutions
HSC 305	Emotional/Social Intelligence for the Health Sciences
HSC 315	Bioethical Issues in the 21st Century
HSC 380	International Health Care - Field Research
HSC 388 & 388L	EMT I Training and EMT I Training Lab
HSC 389 & 389L	EMT Training II and EMT Training II Lab
HSC 397	Pre-Health Professions Clinical Affiliation
HSC 401	Introduction to Medical Problem-Solving

Take 12 credits of science electives 12

Take 30 credits of open electives 30

Exercise & Nutrition Track

This track provides students with a foundation in exercise prescription and nutrition. This foundation helps prepare students for graduate studies in areas such as Physical Therapy, Occupational Therapy, Exercise Physiologists, and Nutrition/Dietitian. Students interested in a more in-depth exploration of nutrition may consider earning a minor in nutrition (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/nutrition-minor/#text>). Students in the Exercise & Nutrition Track are required to take the following courses:

Code	Title	Credits
Core Requirements (13 credits)		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
HSC 262	Nutrition in Health and Illness	3
HSC 326	Therapeutic Exercise	3
Choose two of the following courses:		6
AT 330	Nutrition for Sport and Fitness	
AT 440	Biomechanics	
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	
HSC 214	Care and Prevention of Athletic Injuries	
HSC 230	Counseling and Teaching for Health Care Professionals	
HSC 460	Advanced Nutrition (AT 460)	
Take 12 credits of science electives		12
Take 30 credits of open electives		30

Health & Science Track

The most flexible curriculum to prepare for careers or graduate studies in one of the many other fields a student may go in with this degree, such as Health Care Management, Health Science Research, or to tailor one of the above tracks to best meet their academic needs. Students in the Health & Science Track are required to take the following courses:

Code	Title	Credits
Core Requirements		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
Take 6 credits of health science studies electives		6
Take 18 credits of science electives		18
Take 30 credits of open electives		30

Physician Assistant (PA) Preparation Track (Invitation Only)

A limited number of Health Science Studies students also may be invited into the Physician Assistant (PA)-Prep Track. This track is a means for well-qualified students to advance their interests in the PA profession but did not get accepted into the Entry-Level Master's in Physician Assistant (ELMPA) program. During the junior year, depending upon the number of seats available in the ELMPA cohort, approximately 3-5 students will be selected to transition into the ELMPA program. The remaining PA-Prep students not admitted into the ELMPA program will continue to follow a curriculum that mirrors that of the ELMPA program. As a result, the PA-Prep students will have a robust CASPA (Central Application Service for Physician Assistants) application making them a competitive applicant for other PA programs. Students interested in the PA profession who are not invited into the PA-Prep track may take similar courses via the Clinical Preparation Track. Students invited to the PA Prep Track will be required to take the following courses:

Code	Title	Credits
Core Requirements (19 credits)		
PY 104	Physician Assistant Seminar I - Orientation to the Profession	1
PY 204	Physician Assistant Seminar II - The Interdisciplinary Team	1
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	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 401	Introduction to Medical Problem-Solving	3
Take 12 credits of science electives		12
Take 30 credits of open electives		30

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. 65) 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
First Year		
Fall Semester		
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 ¹ or Calculus of a Single Variable	3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
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

Second Year**Fall Semester**

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

Spring Semester

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

Third Year**Fall Semester**

BMS 375 & 375L	Immunology and Immunology Lab	4
Microbiology Elective		3-4
Science Elective		4
UC Personal Inquiry ²		3
Credits		14-15

Spring Semester

CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Microbiology Elective ³		4
Science Elective		4
UC Personal Inquiry		3
Credits		15

Fourth Year**Fall Semester**

BMS 478	Microbiology Seminar	1
Immunology Elective		3-4
Science Elective		4
Science Elective		4
UC Personal Inquiry		3
Credits		15-16

Spring Semester

BMS 479	Microbiology Research	2
Microbiology Elective		4
SHS 420	Integrative Capstone	3
Microbiology Elective		4
UC Personal Inquiry		3
Credits		16

Total Credits 124-126² MA 275 strongly recommended.³ 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 299	Biomedical Sciences Journal Club	1
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 475	Special Topics in Microbiology	1-4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	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 319	Public Health: Epidemiology of Infectious Diseases	3
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

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

¹ Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 332	Histology and Lab	4

Additional electives may be selected with the approval of the department chair.

Student Learning Outcomes

Upon completion of the microbiology and immunology program, students will demonstrate the following competencies:

1. **Core Disciplines:** Demonstrate advanced knowledge of the foundational principles in the disciplines of biology, chemistry and physics.
2. **Advanced Knowledge:** Demonstrate advanced knowledge of the fundamental concepts of microbiology and immunology.
3. **Organisms and Host:** Understand the symbiotic relationships that can exist between microorganisms and humans (mutualistic, commensal and pathogenic).
4. **Professional Skills:** Master the essential technical and analytical skills of the microbiologist/immunologist.
5. **Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.
6. **Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

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

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 also must meet the performance standards of the program (minimum math and 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. 58) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Microbiology and Immunology

A minimum of 60 credits is required for transfer into the BS in Microbiology and Immunology program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Math - Precalculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab		4
General Physics with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology II with Lab		4
General Physics II with Lab		4
Microbiology with Lab		4
Elective		3
Credits		15
Total Credits		60

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 BS in Biomedical Sciences/MHS in Biomedical Sciences (4+1) with concentrations in Medical Sciences or Microbiology. The curriculum for this dual-degree program provides a solid foundation in the basic and biomedical sciences, which allows students to pursue many different avenues of opportunity depending upon their 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, students must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers. Students also must 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
First Year		
Fall Semester		
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 ¹ or Calculus of a Single Variable	3
Credits		17
Spring Semester		
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
Second Year		
Fall Semester		
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
Spring Semester		
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

Third Year**Fall Semester**

CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
Science Elective		3
UC Personal Inquiry		3
Credits		14

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472 & 471L	Biotechnology ((Lecture & Lab Combined)) and Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4
UC Personal Inquiry		3
Credits		14-15

Fourth Year**Fall Semester**

BMS 522 & 522L	Immunology and Immunology Lab	4
Science Elective		3-4
Science Elective		3
UC Personal Inquiry		3
Open Elective		3
Credits		16-17

Spring Semester

BMS 518	Pathophysiology	3
Graduate Level BMS Specialization/Elective		3-4
SHS 420	Integrative Capstone	3
UC Personal Inquiry		3
Open Elective		3
Credits		15-16

Fifth Year**Fall Semester**

BMS 502	Research Methods	4
BMS 532 & 532L	Histology and Lab and Histology Lab	4
Graduate Level BMS Specialization/Elective		3-4
Graduate Level BMS Specialization/Elective		3
Credits		14-15

Spring Semester

BMS 670	Comp Exam/Biomedical Sciences ²	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

¹ Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

² 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
Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 532	Histology and Lab	4
Specialization Electives		
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 and Lab	4
BMS 535	Histochemistry and Lab	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 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
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Core Courses

BMS 502	Research Methods	4
BMS 522	Immunology	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4

Specialization Electives

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
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Open Electives

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 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 and Lab	4
BMS 535	Histochemistry and Lab	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 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
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 597	Biomedical Sciences Internship	4
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 681	Research Methods in Biomedical Sciences I	1-4
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.

Student Learning Outcomes

Upon completion of the Dual-Degree BS/MHS in Biomedical Sciences (4+1) program, students will demonstrate the following competencies:

1. **Foundational Knowledge:** Demonstrate advanced knowledge of the major disciplines in the Biomedical Sciences (Biology, Chemistry, Physics, Physiology, Microbiology, Immunology, Pathophysiology).
2. **Disease Mechanisms:** Identify factors that influence human health and disease.

3. **Translational Science:** Critically analyze how new research discoveries can be translated into effective patient treatments/interventions.
4. **Professional Skills:** Master the essential technical skills critical for success in a laboratory environment.
5. **Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.
6. **Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

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 or other science programs such as (Behavioral Neuroscience, Biology or Chemistry) 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. 58) 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 498 and BMS 499 are for topics in biomedical sciences, BMS 482 and BMS 483, are for microbiology topics and HSC 498 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 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

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 a minimum of 18 credits, all with a grade of "C" or better. At least two courses must be lab-based. No more than two classes may be transferred in from other institutions. The same course cannot count toward both a minor in Microbiology and Immunology and a minor in Biomedical Sciences.

Graduate courses may count for the BMS minor with permission from the department chair.

Code	Title	Credits
Laboratory Courses		
BMS 213 & 213L or BMS 370/370L	Microbiology and Pathology and Microbiology and Pathology Lab General Microbiology	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
BMS 332	Histology and Lab	4

BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 375 & 375L or BMS 522/522L	Immunology and Immunology Lab	4
BMS 472	Biotechnology	4
Lecture Courses		
BMS 200	Biomedical Basis and Experience of Human Aging	3
BMS 221	Physiology and Effects of Obesity in Society	3
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 299	Biomedical Sciences Journal Club	1
BMS 304	Biological Chemistry	3
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 364	Molecular Mechanisms of Cancer Therapies	3
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 397	Biomedical Sciences Internship	1-4
BMS 470	Virology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	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

¹ Take BMS 378 or BMS 525, not both.

² 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

The Microbiology and Immunology Minor consists of a minimum of 19 credits, all with a grade of "C" or better. Students are required to complete BMS 370 General Microbiology and one of the following Immunology Based courses listed below. They also are required to take an additional 11-12 credits of elective courses. Students may only receive credit for BMS 375 or BMS 522. Students may only receive credit for BMS 378 or BMS 525 or HSC 378.

Code	Title	Credits
Microbiology Requirement		
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
Immunology Requirement (take one of the following):		3-4
BMS 375 & 375L	Immunology and Immunology Lab	
BMS 378	Vaccines and Vaccine-Preventable Diseases	
BMS 522 & 522L	Immunology and Immunology Lab	
HSC 375	Immunology	
HSC 378	Vaccines and Vaccine-Preventable Diseases	
Electives (select at least three of the following):		11-12
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 481	Research Techniques in Biomedical Sciences	
BMS 482	Independent Study in Microbiology	
BMS 483	Independent Study in Microbiology	
HSC 375	Immunology	
HSC 378	Vaccines and Vaccine-Preventable Diseases	
Graduate courses for the Microbiology and Immunology Minor (permission required):		
BMS 522 & 522L	Immunology and Immunology Lab	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 570	Virology (cannot be combined with BMS 470)	4
BMS 573	Mycology	3
BMS 572	Pathogenic Microbiology	4
BMS 575	Food Microbiology	4
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

Online Health Science Studies—BS Completion Track

Program Contact: Christine G. Fitzgerald
(Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

This program is designed for nontraditional, adult professionals who are looking to change careers and/or increase their opportunities in the growing health care industry, as well as for recent associate degree graduates who wish to continue their studies. Completion of this program is possible entirely online, part time, through a curriculum that builds on the individual's prior educational preparation. Course content emphasizes knowledge and skills that are essential to success in today's health care system while also allowing students a chance to explore the specific areas that interest them most. Students are guided and supported by an academic adviser, who works closely to structure the program to meet each student's unique career goals. Graduates will be well-equipped to pursue roles across a variety of fields.

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
	Open Elective Courses	9
Quinnipiac Health Science Courses		
	Select 11 courses from the following list (based on availability)	33

BMS 200	Biomedical Basis and Experience of Human Aging
BMS 318	Pathophysiology
BMS 330	Endocrinology
BMS 474	Power of Plagues
CHE 202	Chemistry of Macro- and Micronutrients ¹
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 and 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 315	Bioethical Issues in the 21st Century
HSC 320	The Environment and Human Health
HSC 324	Gut Microbes and Human Health
HSC 326	Therapeutic Exercise
HSC 330	Leadership: Creating Adaptive Cultures
HSC 375	Immunology
HSC 351	Pharmacological Interventions for Common Medical Conditions
HSC 378	Vaccines and Vaccine-Preventable Diseases
MA 275	Biostatistics ¹
PHY 202	Physics of Life and Technology ¹

Quinnipiac Advanced Core Courses

Select five courses from the following list		20
GID 205	Visual Thinking: Practice and Process	
GP 323	Human and Economic Geography (ENV 323)	
HS 391	Colonizing the Body	
HS 394	Doctors, Disease and Death in the Western World	
JRN 301	Special Topics	
MU 280	Music and Our Life's Work	
PO 302	The Global Civic Dilemma	
WS 395		

Total Credits **120**

¹ 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.

Student Learning Outcomes

Upon completion of the Health Science Studies online BS completion program, students will demonstrate the following competencies:

1. **Scientific Knowledge:** Demonstrate proficiency in core scientific principles in the disciplines of biology, chemistry and physics.
2. **Interprofessional Communication:** Effectively and professionally share information across the medical professions via written and oral communication.
3. **Health Systems:** Develop an advanced knowledge of the US Healthcare system and effectively describe challenges/issues that affect it.
4. **Evidence Informed Practice:** Critically evaluate biomedical information and sources to confirm validity and reliability.
5. **Responsible Citizen:** Weigh the historical, social, moral and ethical implications of scientific practices and discoveries on medical care.

Admission

Admission requirements include 45 transferable credits from a regionally accredited college or university with a grade point average of at least 2.5, transcripts from all post-secondary institutions attended, and a resume or curriculum vitae. Prerequisites for the program include 8 credits of Human Biology or Anatomy & Physiology. Students requesting transfer of college-equivalent learning (i.e., hospital-based programs and/or professional certifications), should request information from the program director.

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 a science GPA of 2.25 minimum. Students progress at a pace that they determine, working with their adviser to decide on the number of courses taken each semester, fall, spring and summer semesters. Most students take two, 7-week courses each semester, but schedules are flexible.

Advanced Placement Credits

Students request a transcript evaluation. A minimum of 45 credits is required (University Residency requirement) to be completed at the university to earn the bachelor's degree in science.

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:

- MHS Advanced Medical Imaging and Leadership Program (p. 424) - one-year program
- MHS Radiologist Assistant Program (p. 452) - two year program
- Bachelor of Science in Diagnostic Medical Sonography (p. 332)
- Bachelor of Science in Radiologic Sciences (p. 335)
- Master of Health Science–Advanced Medical Imaging and Leadership (p. 424)
- Master of Health Science–Radiologist Assistant (p. 452)

Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1)

Program Contact: Alicia Giaimo (alicia.giaimo@qu.edu) 203-582-3814 or Paula DeMaio (paula.demaio@quinnipiac.edu) 203-582-7973

The Accelerated Dual-Degree program consists of two distinct degrees: the Bachelor of Science in Radiologic Sciences and the Master of Health Science in Advanced Medical Imaging and Leadership.

The Bachelor of Science in Radiologic Sciences is a three-year accelerated degree. The mission of the Radiologic Sciences program at Quinnipiac University is to develop students’ technical and interpersonal communication skills through a logical, organized and rigorous 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 competent in the art and science of radiography.

Graduates of the program will meet the needs of the community as efficient and highly qualified professionals. The program prepares students, upon successful completion of all didactic and clinical work, to move on to advanced study in the Advanced Medical Imaging and Leadership program.

The Advanced Medical Imaging and Leadership program is an interprofessional program. The integrated curriculum features core business discipline courses, guided health management courses, and advanced imaging modalities in three distinct pathways: magnetic

resonance imaging (MRI), computed tomography (CT), and women’s imaging (WI). Graduates of the MHS-AMIL program will be prepared to become advanced imaging professionals possessing the foundational education necessary for future entry-level leadership and managerial roles within their respective radiology health care organizations.

Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership Curriculum

The designated Advanced Medical Imaging (3+1) course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics ²	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I ³ 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 ¹	4
EN 102	Academic Writing and Research ²	3
RS 101	Introduction to Diagnostic Imaging	3
UC Elective ⁴		3
UC Elective		3
Credits		16
Summer Semester		
UC Elective (Online or On-Campus)		3
UC Elective (Online or On-Campus)		3
Credits		6
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
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

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
Third Year		
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		
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

- ¹ BIO 101 – BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.
- ² 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.
- ³ 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.
- ⁴ If taking Chemistry or Physics in the spring, this UC elective should be taken in the fall semester.

Computed Tomography

Course	Title	Credits
Fourth Year		
Summer Semester		
AMI 523	Advanced Sectional Anatomy	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	Authentic Leadership within Organizations	3
Credits		14
Fall Semester		
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
MBA 640	Financial Decision Making	3
Credits		12
Spring Semester		
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
Fourth Year		
Summer Semester		
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	Authentic Leadership within Organizations	3
Credits		14
Fall Semester		
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

MBA 640	Financial Decision Making	3
Credits		16
Spring Semester		
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
Fourth Year		
Summer Semester		
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	Authentic Leadership within Organizations	3
Credits		13
Fall Semester		
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
MBA 640	Financial Decision Making	3
Credits		15
Spring Semester		
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

Student Learning Outcomes

Upon completion of the Bachelor of Science in Radiologic Sciences component of the AMIL (3+1) program, students will demonstrate the following competencies:

Goal 1: Students will be clinically competent.

1. **Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.

2. **Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all RS coursework.

Goal 2: Students will demonstrate effective communication skills.

1. **Effective Communication:** Execute interpersonal communication with patients.
2. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas related to a case study.

Goal 3: Students will demonstrate critical thinking.

1. **Critical Decision Making:** Demonstrate their ability to perform non-routine and routine procedures.
2. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal 4: Students will grow and develop as highly qualified professionals.

1. **Professional Ethics:** Understand and apply ethical decision making.
2. **Professional Behaviors:** Conduct themselves professionally.
3. **Professional Research:** Create a culminating capstone project.

Goal 5: The program will continuously monitor and strive to sustain its effectiveness.

1. **Completion Rate:** Students who start the program will complete the program.
2. **Employer Satisfaction:** Employers will be satisfied with the education of the graduates of the program.
3. **Graduate Satisfaction:** Graduates will be satisfied with the education received from the program.
4. **Employment Rate:** Graduates of the program will become employed within six months of completion of the program.

Upon completion of the Advanced Medical Imaging and Leadership program, students will demonstrate the following competencies:

Goal 1: Students will be clinically competent.

1. **Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
2. **Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all AMIL coursework.

Goal 2: The students will demonstrate effective communication skills.

1. **Effective Communication:** Execute interpersonal communication with patients.
2. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas in a formal manner.

Goal 3: Students will demonstrate critical thinking.

1. **Critical Decision Making:** Demonstrate their ability to navigate typical and atypical clinical scenarios while performing non-routine and routine procedures.
2. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal 4: Students will grow and develop as professionals.

1. **Professionalism:** Conduct themselves professionally and understand and apply ethical decision making.
2. **Professional Research:** Create a culminating capstone project.

Student Learning Outcomes for both components of the AMIL (3+1) program are designed to mirror one another. The AMIL (3+1) program represents a natural progression from undergraduate to graduate studies. Students in the graduate component of the program will expand upon the outcomes achieved in the BSRS component and will continue growing as Registered Radiologic Technologists and health care workers.

Quinnipiac University's Accelerated Dual-Degree Radiologic Science and Advanced Medical Imaging and Leadership (3+1) program provides prospective students with the opportunity to obtain both bachelor's and master's degrees as well as certification in two radiographic modalities within a four-year time frame, a rarity among health science programs. Obtaining a master's degree in health science studies is a great benefit to students as the curriculum not only advances their knowledge within the radiologic field and specialty, but also delves into health policy, health administration, and prepares these students to take on leadership roles within health care departments.

Quinnipiac University's Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1) 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 program is to develop each 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 meets the needs of the community for highly qualified professionals, and the program prepares students for career entry and advanced study.

The Accelerated Dual-Degree BS in Radiologic Sciences/MHS in Advanced Imaging and Leadership (3+1) program does not have a separate application process. Incoming first-year students admitted to the School of Health Sciences Radiologic Sciences BS who meet the dual-degree program criteria will be invited to enter the program. To be considered for this program, students 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 25 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students 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.

Additional Program Costs

As a clinical education program, the Radiologic Sciences major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/ Fieldwork Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take them 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. **Cost – 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. **Cost variable (please check with your insurance carrier).**
3. **Background Check** – All students must undergo an initial background check prior to the start of clinical/ fieldwork experience.
 - a. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost - \$32 per annual recheck.**
4. **Drug Screening** – All students must undergo a drug screening prior to the start of the main component of the program in the sophomore year. **Cost – approximately \$42.25.**
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. **EXXAT and APPROVE** – Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost – one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost \$35 for first year; \$10 per year thereafter.**

Please note – All fees are subject to change.

Accreditation information for the BSRS component of the AMIL 3+1 program included below per the JRCERT accreditation guidelines.

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 an eight-year accreditation (the maximum available) in Spring 2020. The re-accreditation process will commence in 2027 with submission of the self-study report to the JRCERT.

Bachelor of Science in Diagnostic Medical Sonography

Program Contact: Marisa Hale
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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 multi-credentialed member of this profession.

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.

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.

Diagnostic Medical Sonography 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. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3

MA 275	Biostatistics ²	3
DMS 100	Foundations of Diagnostic Imaging	1
Credits		14

Spring Semester

BIO 102 & 102L	General Biology II and General Biology Lab II ¹	4
EN 102	Academic Writing and Research	3
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab (UC Elective) ^{1,3}	4
UC Elective		3
Credits		14

Second Year

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
UC Elective		3
Credits		16

Spring Semester

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

Third Year

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

Fourth Year

Fall Semester

DMS 205	Human Anatomy Lab I	1
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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

- ¹ 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.
- ² 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.
- ³ Associated lab is required for Physics. PHY 110 with lab is acceptable to fulfill the requirement. Students may take the lab 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.

Student Learning Outcomes

Upon completion of the Diagnostic Medical Sonography program, students will demonstrate the following competencies:

Goal: The students will be clinically competent.

1. **Clinically Knowledgeable:** Apply foundational skills and knowledge from didactic and laboratory courses to clinical practice.
2. **Procedurally Knowledgeable:** Demonstrate procedural knowledge from all DMS coursework.

Goal: The students will demonstrate effective communication skills.

1. **Effective Communication:** Execute effective communication with patients.
2. **Oral Proficiency:** Demonstrate the ability to present clear and creative ideas related to a case study.

Goal: The students will demonstrate critical thinking.

1. **Critical Decision Making:** Demonstrate the ability to obtain, review and integrate patient history, physical examination and sonographic findings to provide a physician with an oral or written interpretation of technical findings.
2. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: The students will grow as professionals.

1. **Professional Ethics:** Understand and apply ethical decision making.
2. **Professional Behaviors:** Conduct themselves professionally.
3. **Professional Research:** Create a culminating capstone research project.

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 multi-credentialed 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.

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. 19).

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. 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 coursework thereafter.

Any student who does not maintain GPA requirements or earns a grade of a D or F in any DMS course will be referred to the Diagnostic Imaging Department's Academic Progression and Retention Committee (APRC) 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
5. Successful completion of MA 275

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.

Additional Program Costs

As a clinical education program, the Diagnostic Medical Sonography major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** (gas, parking, public 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. **Costs: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience.
 - a. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck**
4. **Drug Screening** – **Cost: \$42.25**
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. **EXXAT and APPROVE** – FOR THOSE PROGRAMS USING EXXAT ONLY. Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
7. **Certification examination costs:** Please visit the American Registry of Diagnostic Medical Sonography website (<https://www.ardms.org/>) for current cost of exams.

Bachelor of Science in Radiologic Sciences

Program Contact: Alicia Giaimo (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, Quinnipiac University's Department of Diagnostic Imaging 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. Students 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 third 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. 452) program and the one-year MHS Advanced Medical Imaging and Leadership program (p. 424).

BS in Radiologic Sciences Curriculum

The designated Radiologic Sciences course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics ²	3

CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I ³ or Elements of Physics	3
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CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
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RS 100	Fundamentals of Diagnostic Imaging	1
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Credits 18

Spring Semester

BIO 102 & 102L	General Biology II and General Biology Lab II ¹	4
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UC Elective ⁴		3
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EN 102	Academic Writing and Research ²	3
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UC Elective		3
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RS 101	Introduction to Diagnostic Imaging	3
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Credits 16

Summer Semester

Online or on campus:

UC Elective		3
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UC Elective		3
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Credits 6

Second Year

Fall Semester

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
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UC Elective		3
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RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
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RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
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UC Elective		3
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Credits 18

Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
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RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
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RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
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RS 250	Radiologic Clinical Education I	2
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RS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
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Credits 18

Summer Semester

RS 253	Radiologic Clinical Education II	4
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UC Elective		3
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Credits 7

Third Year

Fall Semester

RS 201	Human Anatomy Imaging I	1
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RS 260	Radiographic Physics and Instrumentation	3
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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		
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

- ¹ BIO 101 – BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.
- ² 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.
- ³ 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 the lab in the fall or spring of their first year.
- ⁴ 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.

Completion of the above curriculum will meet requirements for graduation.

Student Learning Outcomes

Upon completion of the BS in Radiologic Sciences program, students will demonstrate the following competencies:

Goal: The students will be clinically competent.

1. **Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
2. **Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all Radiologic Sciences coursework.

Goal: The students will demonstrate effective communication skills.

1. **Effective Communication:** Execute interpersonal communication with patients.
2. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas related to a case study.

Goal: The students will demonstrate critical thinking.

1. **Critical Decision Making:** Demonstrate their ability to perform non-routine and routine procedures.
2. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: The students will grow and develop as highly qualified professionals.

1. **Professional Ethics:** Understand and apply ethical decision making.
2. **Professional Behaviors:** Conduct themselves professionally.
3. **Professional Research:** Create a culminating capstone project.

Goal: The program will continuously monitor and strive to sustain its effectiveness.

1. **Completion Rate:** Students who start the program will complete the program.
2. **Employer Satisfaction:** Employers will be satisfied with the education of the graduates of the program.
3. **Graduate Satisfaction:** Graduates will be satisfied with the education received from the program.
4. **Employment Rate:** Graduates of the program will become employed within six months of completion of the 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.

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. 19).

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. 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 coursework thereafter.

Any student who does not maintain GPA requirements or earns a grade of D or F in any RS course will be referred to the Diagnostic Imaging Department's Academic Progression and Retention Committee (APRC) 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.

Additional Program Costs

As a clinical education program, the Radiologic Sciences major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/ Fieldwork 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. **Cost – 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. **Cost variable (please check with your insurance carrier).**
3. **Background Check** – All students must undergo an initial background check prior to the start of clinical/ fieldwork experience.
 - a. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost – \$32 per annual recheck.**
4. **Drug Screening** – All students must undergo a drug screening prior to the start of the main component of the program in the sophomore year. **Cost – approximately \$42.25.**
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. **EXXAT and APPROVE** – Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost – one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost \$35 for first year; \$10 per year thereafter.**

Please note – All fees are subject to change.

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 an eight-year accreditation (the maximum available) in Spring 2020. The re-accreditation process will commence in 2027 with submission of the self-study report to the JRCERT.

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 Occupational Therapy (BS/MOT) (p. 338) (Direct Entry)
- Entry-Level Professional Doctor of Occupational Therapy (OTD) (p. 435)
- Online Post-Professional Occupational Therapy Doctorate (p. 443) (OTD)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442) (Post-Professional)

Dual-Degree BS in Health Science Studies/Master of Occupational Therapy

Program Contact: Anna Norene Carlson (anna.carlson@qu.edu)
203-582-6455

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 start of the junior 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

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
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org/c/o Accreditation Department

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
First Year		
Fall Semester		
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
Spring Semester		
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 Practice	2
UC Course 2		3
Credits		15
Second Year		
Fall Semester		
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
Spring Semester		
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 of 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
SHS 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.

Master of Occupational Therapy Phase

Course	Title	Credits
Fourth Year		
Summer Semester		
OT 501F	Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa) ¹	3
OT 501S	Fieldwork Seminar	1
OT 502	Pharmacology in Occupational Therapy Practice	2
Credits		6
Fifth Year		
Fall Semester		
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 & 541L	Assistive Technology in Occupational Therapy and Assistive Technology in Occupational Therapy Lab	3
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 IIa ²	6
Credits		6
Sixth Year		
Fall Semester		
(Following Graduate Year)		
OT 581	Fieldwork Level IIb ²	6
Credits		6
Total Credits		53

¹ 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.

² 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 Academic Progression and Retention Committee (APRC). 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 APRC and the department chairperson.

Successful completion of all didactic and fieldwork requirements is necessary for graduation with the degree of Master of Occupational Therapy.

Student Learning Outcomes

Upon completion of the **baccalaureate phase** of the Dual-Degree Bachelor of Science/Master of Occupational Therapy (BS/MOT) program, students will demonstrate the following competencies:

1. **Professional Identity:** Demonstrate attributes of an occupational therapy professional.
2. **OT Roles:** Define the role of occupational therapy in broad health, educational and social systems.
3. **Clinical and Professional Reasoning:** Possess emerging clinical and professional reasoning in the delivery of the OT process.
4. **Evidence-Based Practice:** Identify evidence to inform practice and support OT process.
5. **Diversity:** Identify the role and impact diversity plays in health and occupations.

6. **Occupation:** Articulate the unique nature and significance of human occupation to personal identity.

Upon completion of the **graduate phase** of the BS/MOT program, students will demonstrate the following competencies:

1. **Professional Identity:** Demonstrate an occupational therapy identity and habits of lifelong learning.
2. **OT Roles:** Demonstrate various OT roles in the broader health, educational and social systems.
3. **Clinical and Professional Reasoning:** Apply effective clinical and professional reasoning in the delivery of the OT process.
4. **Evidence-Based Practice:** Use evidence to inform the delivery of OT services.
5. **Advocacy:** Advocate for the distinct value of occupational therapy among diverse populations.
6. **Occupation, Participation and Health:** Articulate the integral relationship among occupation, participation and health.

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.

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. Acceptance as a transfer into the BS/ MOT program is on a **space-available basis only**. When the number of qualified applicants exceeds the number of available slots, prospective students will be evaluated and ranked. **A student with a prior history of dismissal from any of the programs within the Occupational Therapy Department is ineligible for transfer admission.** Additional information is available upon request from Program Director Norene Carlson at anna.carlson@quinnipiac.edu; 203-582-6455 or Professor Deanna Proulx-Sepelak (Deanna.Proulx-Sepelak@quinnipiac.edu), at deanna.proulx-sepelak@quinnipiac.edu; 203-582-8675.

Additional Program Costs

As a clinical education program, the BS/MOT dual degree major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (gas, parking, maintenance) related to transportation to get to a fieldwork site. This includes private transportation, public transportation, and air travel as necessary. **Cost: 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. **Cost: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the BS/MOT program are required to have a background check prior to the start of the clinical portion of the curriculum in Junior year and again before beginning Level II Fieldwork.
 - a. Initial background check cost is **\$63** for all domestic addresses for the past 7 years or **\$158** for students who have resided in **New York state** in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck**
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25**
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. **EXXAT and APPROVE: FOR THOSE PROGRAMS USING EXXAT ONLY.** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the BS/MOT major (students are responsible for this cost).**

- b. **APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates.** Cost: \$35 for first year, \$10 per year thereafter

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

7. **Professional Association Membership** – All occupational therapy students are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$75 per year**. Students have full access to all of the resources as part of this membership including journal articles, videos, and other class and professional learning materials needed for program completion.
8. **Certification Examination Costs** – All occupational therapy students upon successful completion of the academic and fieldwork requirements of the BS/MOT program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and **costs \$555.00 (2021 cost)** to take the examination.

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
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org

Accreditation

The combined Bachelor of Science/Master of Occupational Therapy program at Quinnipiac University is an entry-level master's degree program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is [acoteonline.org](http://www.acoteonline.org) (<http://www.acoteonline.org>). Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. **Program outcomes in the NBCOT exam may be accessed through** [secure.nbcot.org/data/schoolstats.aspx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsecure.nbcot.org%2FDATA%2FSCHOOLSTATS.ASPX&data=02%7C01%7CTracy.VanOss%40quinnipiac.edu%7C9243de83bc8b4332af8708d68877c89d%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636846445376772757&sdata=9nnrnl4ynWpR%2FXuj9rzzjBD6Hu3hrDpCh4z7LbdexTA%3D&reserved=0) (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsecure.nbcot.org%2FDATA%2FSCHOOLSTATS.ASPX&data=02%7C01%7CTracy.VanOss%40quinnipiac.edu%7C9243de83bc8b4332af8708d68877c89d%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636846445376772757&sdata=9nnrnl4ynWpR%2FXuj9rzzjBD6Hu3hrDpCh4z7LbdexTA%3D&reserved=0>). Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

DEPARTMENT OF PHYSICAL THERAPY

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted directly as undergraduate students to one of three programs of study: Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3), Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3), or Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3).

The undergraduate curriculum is designed to prepare students for admission into the Graduate Doctor of Physical Therapy 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 program cultivates critical and reflective thinking, clinical decision-making and lifelong learning by utilizing an evidence-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. The program provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.

Doctor of Physical Therapy (DPT) Program Mission Statement

The Department of Physical Therapy at Quinnipiac University provides an innovative, student-oriented environment to prepare students who can meet the evolving health needs of society. The program is dedicated to developing lifelong learners who will enhance the profession through a commitment to reflective practice, interprofessional collaboration, leadership and socially responsible action. The educational experience embodies both the university and APTA's core values. Students provide patient-centered care using evidence-informed practice to optimize movement and positively transform society.

Undergraduate Direct-Entry

- Direct-Entry Bachelor of Science (BS) to Doctor of Physical Therapy (p. 343):
 - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 346)
 - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 348)
 - Dual-Degree BS in Athletic Training and Doctor of Physical Therapy (4+3) (p. 344)

Graduate Program

- Doctor of Physical Therapy (graduate component)* (p. 430)

*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.

Entry-Level Dual-Degree Bachelor of Science to Doctor of Physical Therapy

The Department of Physical Therapy at Quinnipiac University is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted as first-year students to one of three courses of study: Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3), Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3), or BS in Athletic Training/Doctor of Physical Therapy (4+3) program.

The undergraduate curriculum is designed to prepare students for admission into the graduate Doctor of Physical Therapy 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 coursework 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 coursework and study abroad opportunities.

Student Learning Outcomes

Upon completion of the Health Science Studies program for physical therapy, students will demonstrate the following competencies:

Goal: Students will have a strong foundation in sciences to prepare them for the graduate Doctor of Physical Therapy program.

1. **Foundational Science Knowledge:** Demonstrate a knowledge of foundational sciences.
2. **Interprofessional Health Care:** Identify the roles of various health care professionals.

Goal: Students will demonstrate diverse and innovative thinking.

1. **Creative Thinking:** Define and devise imaginative and original solutions to various challenges.
2. **Diversity:** Identify the role and impact diversity plays in health.

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 first-year student.

AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology will take BIO 101-BIO 102 at Quinnipiac University and have alternative credits awarded.

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 without permission. AP credits for other non-math and science core curriculum requirements will be accepted.

Preprofessional Bachelor's Degree Program Requirements

The Department of Physical Therapy Graduate Admissions Committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

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 coursework 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 coursework.

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 II Lab	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

Professional DPT Program Requirements

Please see the DPT Requirements (p. 432) tab for criteria and requirements necessary for continuation in the graduate program.

Undergraduate Direct-Entry

- Entry-Level Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 346)
- Entry-Level Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 348)
- Entry-Level Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3) (p. 344)

Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (4+3)

Program Contacts: Stephen Straub (stephen.straub@qu.edu) 203-582-8443 (Department of Rehabilitation, Health and Wellness) and Ken Kosior (ken.kosior@qu.edu) 203-582-3931 (Department of Physical Therapy)

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. Athletic training classes must be completed with a B- or better. Additionally, 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 DPT program.

The Department of Physical Therapy Graduate Admissions committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

AP Credits and Course Substitutions

A student who scores a 4 or 5 on the AP exam for biology or has transfer credits will take BIO 101-BIO 102 at Quinnipiac University and be awarded alternate credits.

A student who scores a 4 or 5 on the AP exam or has transfer credits 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 or 5 on the AP exam or has transfer credits 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 without permission. AP credits and transfer credits for other non-math and science core curriculum requirements will be accepted.

Curriculum for Dual-Degree BS in Athletic Training/DPT (4+3)

A total of 129 credits is required for completion of the BS in Athletic Training.

Course	Title	Credits
First Year		
Fall Semester		
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
Spring Semester		
AT 114	Introduction to Athletic Training/Sports Medicine	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness and Conditioning ¹	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
Second Year		
Fall Semester		
AT 214	Care and Prevention of Athletic Injuries ¹	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab ¹	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries ¹	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
MA 275	Biostatistics	3
Credits		17
Spring Semester		
AT 215 & 215L	Therapeutic Modalities and Therapeutic Modalities Lab ¹	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 ¹	4
AT 290 & 290C	Clinical Practicum I, Risk Management and Injury Prevention and Clinical Practicum I ¹	3
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
Credits		17
Third Year		
Fall Semester		
AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab ¹	4
AT 351L	General Medical Conditions and Treatments Lab	1
AT 351	General Medical Conditions and Treatment	3
AT 390 & 390C	Clinical Practicum II, Athletic Protective Equipment and Clinical Practicum II, Clinical ¹	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
Personal Inquiry		3
Credits		18
Spring Semester		
AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab ¹	4
AT 330	Nutrition for Sport and Fitness	3
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		15
Fourth Year		
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
SHS 420	Integrative Capstone	3
Credits		14
Spring Semester		
AT 491 & 491C	Clinical Practicum V, Professional and Career Preparation and Clinical Practicum V, Clinical ¹	3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Personal Inquiry		3
Personal Inquiry		3
Credits		13
Total Credits		129

¹ 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. 430).

Mission Statement

The mission of the Department of Rehabilitation, Health and Wellness 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 coursework. 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 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. 19).

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 first-year student.

Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3)

Program Contact: Michelle Broggi
(michelle.broggi@qu.edu) 203-582-8057 or Ken Kosior
(ken.kosior@qu.edu) 203-582-3931

This program is for direct entry only. Students accepted into the HSS-DPT program as first-year students may complete the Bachelor of Science in Health Science Studies in three years. All students must complete 121 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 coursework.

The Department of Physical Therapy Graduate Admissions Committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

Curriculum for Dual-Degree BS in Health Science Studies/DPT (3+3) for Direct Entry

The BS in Health Science Studies requires the completion of 121 credits.

Course	Title	Credits
First Year		
Fall Semester		
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 Quantitative Literacy ¹		3
FYS 101	First-Year Seminar	3

Credits 17

Spring Semester

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 ²		3
UC Humanities elective		3

Credits 17

Summer Online

Elective		3
Elective		3

Credits 6

Second Year

Fall Semester

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
MA 275	Biostatistics	3
COM 150 or HSC 354	Public Speaking: Principles and Practice or Health Science Education	3
UC elective		3

Credits 17

Spring Semester

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
Elective		3

Credits 17

Summer Online

UC Social Science elective (Abnormal Psychology)		3
UC Elective		3

Credits 6

Third Year

Fall Semester

BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 200	Biomedical Basis and Experience of Human Aging	3
IC Fine Arts elective		3
SHS 420	Integrative Capstone	3

Elective		3
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Credits 16

J-term

Elective (Online)		3
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Credits 3

Spring Semester

BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
AT 440	Biomechanics	3
HSC 262	Nutrition in Health and Illness	3
HSC 214	Care and Prevention of Athletic Injuries	3
Select one of the following:		3

HM 404	Legal Aspects of Health Care Delivery or any 3-credit HSC elective	
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Credits 16

Summer Online

Elective courses		6
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Credits 6

Total Credits 121

¹ MA 141, program requirement

² PS 101

The sequencing of coursework 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. 430).

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.

Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3)

Program Contact: Michelle Broggi (michelle.broggi@qu.edu) 203-582-8057 or Ken Kosior (ken.kosior@qu.edu) 203-582-3931

This program is for direct entry only. Students accepted into the Dual-Degree BS/DPT (4+3) program as first-year students receive a Bachelor of Science in Health Science Studies. All students must complete 121 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.

The Department of Physical Therapy Graduate Admissions committee is responsible for evaluating and ensuring that all early-assurance

candidates meet the requirements of the preprofessional component of the program.

Curriculum for Dual-Degree BS in Health Science Studies/DPT (4+3)

The BS in Health Science Studies requires the completion of 121 credits.

Course	Title	Credits
First Year		
Fall Semester		
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
Spring Semester		
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 ¹		3
UC Humanities elective		3
Credits		17
Second Year		
Fall Semester		
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
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
COM 150 or HSC 354	Public Speaking: Principles and Practice or Health Science Education	3
UC Social Sciences elective		3
UC Fine Arts elective		3
Elective		3
Credits		16
Third Year		
Fall Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
BMS 200	Biomedical Basis and Experience of Human Aging	3
UC Humanities Elective		3
Elective		3
Credits		13

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
HSC 262	Nutrition in Health and Illness	3
Elective		3
Elective		3
Select one of the following:		3
HM 404	Legal Aspects of Health Care Delivery	
or any 3 credit HSC elective		
Credits		16

Fourth Year

Fall Semester		
HSC 315 or PL 222	Bioethical Issues in the 21st Century or Bioethics	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
SHS 420	Integrative Capstone	3
Elective		3
Credits		13
Spring Semester		
HSC 214	Care and Prevention of Athletic Injuries	3
Elective		3
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
AT 440	Biomechanics	3
Credits		13
Total Credits		121

¹ PS 101

The sequencing of coursework 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. 430).

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.

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 graduate Master of Health Science (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 graduate 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. 349)

Graduate Program

- Master of Health Science (p. 448)

Entry-Level Master's Physician Assistant

Program Contact: Laurie Seeger (p. 1) 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.

Student Learning Outcomes

Upon completion of the Entry-Level Master's Physician Assistant Program, students will demonstrate the following competencies:

Goal: Students will have a strong foundation in sciences and the health care system preparing them for the rigors of the graduate PA program.

1. **Core Science Knowledge:** Demonstrate a knowledge of core sciences.
2. **Interprofessional Health Care:** Understand the roles and shared values of various health care professionals.

Goal: Students will become advocates of professional responsibility.

1. **Professionalism:** Demonstrate the attributes of a high-quality professional.
2. **Interpersonal and Communication Skills:** Possess the ability to safely and effectively communicate with various populations.
3. **Community Service:** Engage all students in active and ongoing community outreach.
4. **Leadership:** Support a culture of leadership in the university and the community.

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, unless all requirements are met.

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. 450). 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. 349)

Graduate Program

- MHS Physician Assistant (p. 448)

Dual-Degree BS in Health Science Studies/MHS Physician Assistant

Program Contact: Laurie Seeger (p. 1) 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). 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
First Year		
Fall Semester		
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
Spring Semester		
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
Summer Semester		
Patient Contact Hours		
Credits		0
Second Year		
Fall Semester		
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 ¹	3
Credits		15
Spring Semester		
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 ¹	3
HSC 202	Medical Terminology	2
Credits		16
Summer Semester		
Patient Contact Hours		
Credits		0
Third Year		
Fall Semester		
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
Open Elective		3
Credits		16-17

Spring Semester

BMS 200	Biomedical Basis and Experience of Human Aging	3
BMS 304	Biological Chemistry	3
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		15-17

Summer Semester

Patient Contact Hours		
Credits		0

Fourth Year**Fall Semester**

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
Open Elective		3
Credits		15-16

Spring Semester

PY 204	Physician Assistant Seminar II - The Interdisciplinary Team	1
BMS 332	Histology and Lab	4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
SHS 420	Integrative Capstone	3
Credits		14-15
Total Credits		123-128

¹ If student has current EMT licensure on admission to the program, two additional science electives are taken instead of PY 388 and PY 389.

² 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 318	Pathophysiology	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 or HSC 375 Immunology	3-4
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 or BIO 471 Molecular Genetics	4
BIO 298	Research Methods in Biology or BMS 278 Research and Technology	3
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 318	Pathophysiology	3
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 or BMS 474 Power of Plagues	3
BMS 475	Special Topics in Microbiology	4
BMS 482	Independent Study in Microbiology ¹	2-4
BMS 498	Independent Study in Biomedical Sciences I ¹	2-4
BMS 499	Independent Study in Biomedical Sciences II ¹	2-4
BMS 525	Vaccines and Vaccine Preventable Diseases ¹	3
BMS 556	Seminar in Health Care Disparities	1
BMS 595	Transplantation Immunology ¹	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	

¹ 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 210	Human Sexuality (WGS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 244	Psychology of Prejudice	3
PS 261	Social Psychology	3
PS 262	Psychology of Women and Gender (WGS 262)	3
PS 272	Abnormal Psychology	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3
SO 101	Introduction to Sociology	3
SO 280	Sociology of Health and Illness	3
SO 284	LGBTQ Identities and Communities (PS/WGS 284)	3

Acceptable UC Elective (Personal Inquiry 2)

Code	Title	Credits
BMS 200	Biomedical Basis and Experience of Human Aging	3

Program Requirements

Formal evaluation of the pre-physician assistant student by the Academic Progression and Retention Committee takes place at the end of the spring semester of the first year. To continue in the program, students must have a minimum cumulative GPA of 3.2 and a minimum cumulative science GPA of 3.2. Following the initial evaluation, students are evaluated after completion of each semester. Failure to maintain a minimum cumulative GPA of 3.2 and a minimum cumulative science GPA of 3.2 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. 448).

DEPARTMENT OF REHABILITATION, HEALTH AND WELLNESS

The Department of Rehabilitation, Health and Wellness is a vibrant six member group with expertise across multiple aspects of human health, fitness, injury prevention and rehabilitation; faculty are active in aspects of fitness, 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. There is collaboration with the Department of Physical Therapy in offering a Dual-Degree BS in Athletic Training/DPT (4+3) program (p. 344) and with the Department of Biomedical Sciences in offering the Minor in Nutrition. (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/nutrition-minor/>) The department also offers classes to the broader campus community in areas of Fitness, Leisure and Wellness (FLW).

- Bachelor of Science in Athletic Training (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/athletic-training-bs/>)
- Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (p. 344) (4+3)
- Minor in Nutrition (<http://catalog.qu.edu/health-sciences/rehabilitation-health-wellness/nutrition-minor/>)

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession.

Athletic trainers (ATs) are highly qualified, multiskilled health care professionals who collaborate with physicians to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes.

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. Students 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 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.

Fitness, Leisure and Wellness

Program Contact: Debora H. Lavigne (debora.lavigne@qu.edu)
203-582-7943

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. 602) for a detailed list of offerings.

DEPARTMENT OF SOCIAL WORK

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

The Master of Social Work (MSW) program at Quinnipiac University prepares social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

The 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. 309) or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 379) program. Graduate students in the MSW program also have the option of pursuing a dual-degree JD/MSW (<http://catalog.qu.edu/graduate-studies/health-sciences/jd-msw/>).

Additional program costs:

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation): You are responsible for the costs associated with travel to and from field internships. Costs – variable.
2. **Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (<https://catalog.qu.edu/university-policies/background-checks/>)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - a. University background check cost – \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. Cost – \$32 per annual recheck.
3. **Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.

4. **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.
5. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. Cost – one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. Cost – \$35 for first year, \$10 per year after.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

MSW Program Values

The MSW program's core values 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 and competence.

MSW Program Goals:

The MSW program has the following five goals:

1. Prepare students to be competent, ethical social workers in a variety of health and mental health settings.
 2. Prepare students to engage in anti-racist and anti-oppressive clinical and organizational social work practice.
 3. Prepare students to advocate for equity and social justice at all levels of social work practice.
 4. Prepare students to integrate social work perspectives within interprofessional collaborations and across systems.
 5. Promote lifelong learning and professional development for students, alumni and social work colleagues.
- Master of Social Work (p. 439)
 - Advanced Standing MSW (<http://catalog.qu.edu/graduate-studies/health-sciences/social-work-msw/advanced-standing/>)
 - Dual-Degree JD/MSW (<http://catalog.qu.edu/graduate-studies/health-sciences/jd-msw/>)
 - Accelerated Dual-Degree BS in Health Science Studies/MSW (3+2) (p. 309)
 - Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)

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 the university's commitment to academic excellence, scholarship, lifelong learning, respect and inclusivity. 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

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 Medicine 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 Medicine 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 Medicine.

Educational Program Objectives

Care of Individual Patients (CIP)

CIP 1. Gather accurate comprehensive and focused medical histories from patients and families using patient-centered interviewing skills.

CIP 2. Correctly perform comprehensive and focused physical examinations relevant to common chief concerns.

CIP 3. Interpret common laboratory data, imaging studies and other tests in the course of routine practice.

CIP 4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, using up-to-date scientific information, evidence-based reasoning, and clinical judgment.

CIP 5. Develop a differential diagnosis, a problem list, and carry out a patient management plan using problem-solving and critical-thinking skills.

CIP 6. Review, interpret and create electronic health records for optimal patient care.

CIP 7. Demonstrate proficiency with common medical, diagnostic and surgical procedures.

CIP 8. Educate patients and their families on health promotion, disease prevention and management strategies to empower them to participate in their care and enable shared decision-making.

CIP 9. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.

CIP 10. Adapt patient care approaches to remote forms of care provision through telemedicine and telehealth.

Knowledge for Practice (KP)

KP 1. Apply established and emerging anatomical, biological, pathological and pathophysiological scientific concepts fundamental to health care for patients and populations.

KP 2. Discuss the fundamentals of human development and behavior throughout the lifespan, including embryology and end-of-life.

KP 3. Recognize the biological, cultural, societal and economic aspects of human nutrition in health and disease.

KP 4. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care at the global, national, community, family and individual levels.

KP 5. Apply established and emerging principles of diagnostic imaging and laboratory testing to clinical problem-solving and evidence-based patient care.

KP 6. Develop a clinical question so as to effectively and efficiently gather, appraise and interpret medical evidence to apply new knowledge at the point of care.

KP 7. Apply biostatistical and critical analytical skills to interpret relevant literature.

KP 8. Explain the principles and comparative benefits of pharmacological and non-pharmacological therapeutics.

KP 9. Apply principles of epidemiological sciences and public health to the identification of health problems, risk factors, treatment strategies, resources and disease prevention/health promotion efforts for patients and populations.

KP 10. Explain and apply the principles of infection control, including but not limited to: transmission-based precautions, screening and appropriate use of personal protective equipment (PPE).

Interpersonal and Communication Skills (ICS)

ICS 1. Communicate effectively and respectfully with patients, families and the public across a broad range of socioeconomic and cultural backgrounds.

ICS 2. Communicate effectively and respectfully with colleagues within one's profession or specialty, other health professionals and health related agencies.

ICS 3. Accurately communicate patient data with other health professionals through complete, timely and organized medical records and presentations.

ICS 4. Demonstrate sensitivity, honesty and compassion in communicating medical information to patients including diagnosis, prognosis, diagnostic and therapeutic plans, ambiguity and uncertainty, and cost of care, adapting delivery to individual patients needs and literacy level.

ICS 5. Demonstrate sensitivity, honesty and compassion in difficult conversations, including those about adverse events, bad news, end of life, death, disclosure of errors and other sensitive topics, adapting delivery to individual patients needs and literacy level.

Professionalism (PROF)

PROF 1. Demonstrate compassion, honesty, integrity and respect in all interactions with patients.

PROF 2. Apply ethical principles with reference to end-of-life care, confidentiality, informed consent, conflicts of interest, disclosure of errors – in compliance with relevant laws, policies and regulations.

PROF 3. Identify patient-specific contexts and preferences including but not limited to diversity in gender, race, culture, language, age, sexual orientation, religious beliefs or ability – to implement equitable care for all patients.

PROF 4. Represent the ideals of altruism, justice and patient advocacy.

PROF 5. Demonstrate accountability to society and the profession.

Interprofessional Collaboration (IPC)

IPC 1. Identify the roles, responsibilities, training and skills of other health professionals relative to the health care needs of patients and populations.

IPC 2. Work with other health professionals, establishing and maintaining a climate of mutual respect, dignity, diversity, ethical integrity and trust to learn and take care of patients.

IPC 3. Communicate and collaborate with other health professionals in a responsive and responsible manner within a team-based care model.

Adaptive Learning and Scholarship (ALS)

ALS 1. Identify strengths, deficiencies and limits in one's knowledge, skills and/or attitudes.

ALS 2. Set specific, measurable, attainable, realistic and timely goals to plan for learning.

ALS 3. Select, engage in, and complete learning activities that address one's limits in knowledge, skills and/or attitudes.

ALS 4. Reflect upon learning progress using informed self-assessment and external feedback, and appropriately adjust learning strategies.

ALS 5. Design, implement and complete a scholarly project that is framed by and fulfills Glassick's six criteria for scholarship: clear goals, adequate preparation, appropriate methods, meaningful results, effective presentation and reflective critique.

Personal and Professional Development (PPD)

PPD 1. Use and cultivate self-awareness of knowledge, skills and emotional limitations to engage in appropriate and timely development-seeking behaviors.

PPD 2. Engage and build rapport with fellow learners, teachers and patients in physical and online learning contexts and settings.

PPD 3. Identify and maintain balance between personal and professional responsibilities.

PPD 4. Develop and demonstrate healthy coping mechanisms to respond to short-term and long-term forms of stress.

PPD 5. Practice flexibility and maturity in adjusting to change, ambiguity and uncertainty with the capacity to alter one's behavior.

PPD 6. Recognize, acknowledge and reach out if experiencing symptoms of burnout in one's self or colleagues, and demonstrate healthy coping mechanisms related to personal and patient care responsibilities.

PPD 7. Demonstrate self-confidence and ownership, in the context of ongoing responsibility, that puts patients, families and members of the health care team at ease.

Practice-Based Learning and Improvement (PBLI)

PBLI 1. Set learning and improvement goals.

PBLI 2. Implement continuous quality improvement practices at the individual and system level.

PBLI 3. Locate, appraise and assimilate current best evidence from scientific studies related to patients' health problems.

PBLI 4. Employ practice guidelines, clinical pathways information and value-based care principles to improve the care of individual patients and populations.

Systems-Based Practice (SBP)

SBP 1. Apply health system science to practice decisions, including political, economic, technological, value-based perspectives.

SBP 2. Incorporate cost awareness and risk-benefit analysis in decision-making about patient and/or population-based care.

SBP 3. Incorporate transferable skills and work effectively in various health care delivery settings and systems.

SBP 4. Perform administrative and practice management responsibilities to ensure ongoing quality control of practice.

SBP 5. Advocate for quality patient care, health equality and optimal patient care systems, and engage in efforts to reduce health disparities and address social determinants of health.

SBP 6. Participate in identifying system errors and consider potential systems solutions.

Community Partnership and Civic Responsibility (CPCR)

CPCR 1. Identify the resources and barriers to health of the local and regional community, and advocate for all vulnerable and marginalized populations within those communities.

CPCR 2. Apply principles of strategic partnership development from a stance of intellectual and cultural humility to understand the local and regional community.

CPCR 3. Actively engage the local and regional community by meeting (and ideally exceeding) formal graduation requirements for community service.

Candidates must have a bachelor's degree from a regionally accredited college or university, or an international equivalent degree. Permanent residents or Green Card applicants may apply. Deferred Action for Childhood Arrivals (DACA) students should contact the Admissions Office directly. We do not accept transfer students for entrance into any year.

Upper-level courses and AP credit may be used to satisfy basic requirements when applicable. Online courses of prerequisites will be considered on a case-by-case basis.

Applicants must complete a minimum equivalent of 32 semester/trimester/quarter hours of the prerequisites in biology, chemistry and physics from an accredited college or university in the United States or Canada. Coursework recommended, but not required, includes natural sciences, human physiology, genetics and cell biology, psychology, sociology, ethics, health policy, foreign language, humanities, communications or computer literacy.

- General Biology - 2 semesters/trimesters/quarters (with labs)
- General Chemistry - 2 semesters/trimesters/quarters (with labs)
- Organic Chemistry - 1 semester/trimester/quarter (with lab)
- Biochemistry - 1 semester/trimester/quarter
- General Physics - 2 semesters/trimesters/quarters
- College English/Writing Intensive - 2 semesters/trimesters/quarters
- College Math or Statistics - 2 semesters/trimesters/quarters (college algebra or above)

View detailed information about the Frank H. Netter MD School of Medicine Admission Policy (<http://catalog.qu.edu/school-of-medicine/academic-policies/admission/>).

Vision

The Frank H. Netter MD School of Medicine will be a vibrant healthcare community that educates and nurtures diverse, compassionate

physicians who promote wellness and patient-centered care for all members of society.

Mission

The Frank H. Netter MD School of Medicine is dedicated to educating current and future physicians to serve our community, as well as our profession. We accomplish this goal in a student-centered, collaborative environment that values compassionate care, integrity and inclusivity, academic excellence and scholarship, adaptability and social responsibility.

Values

1. **Primary Care Education:** providing education focused on partnering with patients to promote health as well as first-line care and chronic disease management.
2. **Personal and Professional Integrity:** achieving our highest potential as humans and healers by consistently acting with honesty and in accordance with strong moral values.
3. **Academic Excellence:** creating a stimulating, student-centered environment that supports both learners and faculty to excel in their scholastic activities.
4. **Inclusiveness and Diversity:** reflected in our students, faculty and staff and their respect of all people.
5. **Compassion and Patient-Centeredness:** putting the patient at the center of the health care experience.
6. **Social Justice:** seeking to address healthcare inequalities both locally and globally and provide all patients with equal access to care.
7. **Scholarship:** advancing the field of medicine by promoting discovery, application, integration and dissemination of knowledge throughout one's career.
8. **Interprofessional Collaboration:** promoting teamwork between disciplines and across institutions to deliver high quality care.
9. **Community Partnership:** developing learning and service opportunities that improve the health of our community.
10. **Social Responsibility:** advocating to improve the broader determinants of health in the setting of finite resources.

Commitment to Diversity

The Frank H. Netter MD School of Medicine at Quinnipiac University is committed to providing an academic and work environment that respects the contributions, talent, and diverse experiences of all of our students, faculty, and staff. Our mission and core values include a commitment to diversity, collaboration, inclusivity, and mutual respect. We understand that excellence in medical education, scholarship, and the provision of clinical care is best achieved through promoting diversity in its broadest definition and maintaining an academic and work environment free of discrimination. We pledge to build and sustain a learning community where diversity is celebrated, and to foster access to medical education for learners from all segments of society. We consider inclusivity to be a responsibility of everyone in our learning environment.

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.oconnor@qu.edu (lisa.oconnor@qu.edu)
Associate Dean	Lisa Rebesch	203-582-8444	lisa.rebesch@qu.edu
Assistant Dean, Student Services	Debra Fisher	203-582-7341	debra.fisher@qu.edu
Director, Business Operations and Administration	Patricia Gettings	203-582-6497	patricia.gettings@qu.edu
Clinical Compliance Coordinator	Claire Puzarne	203-582-6574	claire.puzarne@qu.edu

Programs

Program	Name	Phone	Email
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Director, Academic Innovation & Effectiveness	Cory Ann Boyd	203-582-8542	cory.boyd@qu.edu
Director- Pre-Professional Nursing	Rhea Sanford	203-582-3546	rhea.sanford@qu.edu
Director - Upper Division Nursing	Eileen Hermann	203-582-6528	eileen.hermann@qu.edu
Director - Accelerated Nursing Program	Mary Peterson	203-582-7672	mary.peterson@qu.edu
Chair - Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director - Nurse Anesthesia Program	Karita Kack	203-582-7969	karita.kack@qu.edu
Assistant Director - Nurse Anesthesia Program	Karen Hurd	203-582-8875	karen.hurd@qu.edu
Director - Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu (susan.dagostino@qu.edu)
Director - Online Nursing Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director of Simulation	Liana Kappus	203-582-7924	liana.kappus@qu.edu
Director - Education and Administration Nursing Laboratory	Barbara Glynn	203-582-3543	barbara.glynn@qu.edu

Director,
Laboratory
& Simulation
Operations
Darlene Rogers 203-582-8346 darlene.rogers@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 four programs leading to a Master of Science in Nursing: Operational Leadership (p. 528), RN to MSN Completion (p. 530), Adult Gerontology Nurse Practitioner (p. 525) and Family Nurse Practitioner (p. 526). In addition, those completing one of the nurse practitioner programs have the option to continue to the DNP degree immediately or up to two years after MSN conferral without reapplying.

A doctoral-level graduate program preparing 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. 517) 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

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. Acceptance of transfers is based on qualification and space availability. The nursing program looks for a minimum grade point average of 3.0 for consideration. Transfer into the professional component of the nursing program can occur only in the fall term. Quinnipiac works closely with the community 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. *Admission into the nursing major is limited due to program constraints.*

Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum GPA of 3.0. Acceptance of transfers is based on qualification and space availability. Transfer into the professional component of the nursing program can occur only in the fall term. Email transferring@qu.edu for more information.

Bachelor's Degree

- Bachelor of Science in Nursing (p. 363)
- Traditional BSN Program for High School Graduates (p. 363)
- Accelerated BSN Program for Second Degree Students (p. 361)
- RN to BSN Completion Program (online) (p. 366)

Graduate Degrees

- Master of Science in Nursing (p. 524)
- Post-bachelor's study
 - Adult-Gerontology Nurse Practitioner (p. 525)
 - Family Nurse Practitioner (p. 526)
 - Operational Leadership (p. 528)
 - RN to MSN Completion program (p. 530)
- Doctor of Nursing Practice (p. 517)
- Post-bachelor's study
 - Nurse Anesthesia (p. 519)
- Post-master's study
 - Doctor of Nursing Practice (p. 521)
 - Nurse Practitioner (p. 522) (only for QU MSN NP graduates)

Accreditation and Endorsement

The Bachelor of Science in Nursing program, Master of Science in Nursing program, and Doctor of Nursing Practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org) (<https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ccneaccreditation.org%2F&data=02%7C01%7CPatricia.Gettings%40quinnipiac.edu%7C68d36e4f254b4dc2090708d7fe6f9f17%7C0940985869fb4de9987990db22b52e%7C0%7C0%7C637257627677309121&sdata=JT0vPtoKZIW%2Fq8xuG700sN7AGh%2FHfRNLAINvGYaDyvg%3D&reserved=0>).

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: Fall 2029

Attrition: 1

Certification exam pass rate: First-time takers: 100% (16 students)

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

Endorsement

Both undergraduate and graduate nursing programs in Quinnipiac University's School of Nursing are endorsed by the American Holistic Nurses Credentialing Corporation.

ACCELERATED BSN PROGRAM FOR SECOND DEGREE STUDENTS

Program Contact: Claire Puzarne (claire.puzarne@qu.edu) 203-582-6574

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, with start dates in August and January. Students concentrate solely on nursing courses during the one-year program. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

The accelerated BSN must be pursued on a full-time basis and consists of one full calendar year. The January start date offers night, weekend, online and hybrid classes, labs and clinicals, while the August start date offers a more traditional schedule.

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
Accelerated BSN Curriculum Requirements		
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
Professional Component Nursing Courses		
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	Evidence-Based Nursing Practice and Scholarship	
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	
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 or term 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. 517) section of the catalog.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

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 B- 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 for the August start date, and September 1 for the January start date; decision letters are sent during the months of March and November. Applicant information is available on the Quinnipiac website (<https://www.qu.edu/admissions/>).

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.
2. A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester or term. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
3. 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 their major out of nursing.
4. 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 or term or according to a specific written academic plan approved by the program chair or designee. Failure to do so will require the student to withdraw from the nursing major.
5. 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 or term. The student who does not meet these academic criteria will be required to change their major out of nursing.
6. 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.
7. 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.
8. 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 their inability to progress.

1. Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
2. Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

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 must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has additional health and clinical readiness requirements 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 Contact: Teresa Twomey 203-582-8873

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 student learning outcomes (p. 363) 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* (2008).

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	
FYS 101	First-Year Seminar	
Math Course (MA 275 or 206)		
Disciplinary Inquiry (one course from each of the four disciplinary areas)		13
BIO 101 & 101L	General Biology I and General Biology I Lab	
Humanities		
Social Sciences		
Fine Arts		
Personal Inquiry (three additional courses from three different disciplinary areas)		10
BIO 102 & 102L	General Biology II and General Biology Lab 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	
CHE 106	Chemical Principles with Biological Applications	
BMS 213	Microbiology and Pathology	
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 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	Evidence-Based Nursing Practice and Scholarship	
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. 517) section of the catalog.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

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 Students from Other Colleges/Universities

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. The nursing program looks for a minimum grade point average of 3.0 for consideration. Transfer into the professional component of the nursing program can occur only in the fall term. Quinnipiac works closely with the community 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.

Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum GPA of 3.0. Transfer into the professional component of the nursing program can occur only in the fall term. Email transfERNURSING@QU.EDU for more information.

Preprofessional Progression Policy

1. Students must complete all preprofessional component courses, including all sciences, prior to starting the professional component in the fall of the junior year.
2. Students must earn a C- or better in BIO 101, BIO 101L, BIO 102, BIO 102L, CHE 106, BIO 211, BIO 211L, BIO 212, BIO 212L, BMS 213 and

BMS 213L to progress to the professional component in the fall of the junior year.

3. Students must earn a C or better in NUR 304 and all nursing courses. The student who earns less than a C in NUR 304 will need to repeat the course the next time it is offered at the student's expense.
4. A minimum cumulative grade point average of 3.0 is required for progression from the sophomore year to the junior year.
5. A student who does not meet the preprofessional progression requirements will be required to transfer to another major.

Professional Progression Policy

1. To progress and remain in good standing, junior and senior 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.
2. 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 at the time of the next course offering and at the student's expense.
3. 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 their major out of nursing.
4. 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 or according to a specific written academic plan approved by the program chair or designee. Failure to do so will require the student to withdraw from the nursing major.
5. 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 their major out of nursing.
6. 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.
7. 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.
8. 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 their inability to progress.

1. Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
2. Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

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 and clinical readiness requirements 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.

RN TO BSN COMPLETION PROGRAM (ONLINE)

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

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. 530) section of the Catalog.

Nursing Major Requirements

Students take 31 required credits for the nursing major: nursing courses (28 credits), and an open elective (3 credits) or NUR 540. All nursing courses are offered online. Fieldwork is a required component of several courses to successfully complete this program of study. Students finish with up to 10 credits toward their MSN. If they don't take NUR 540, they have 7 credits toward their MSN.

Graduation Requirement: 120 credits

Code	Title	Credits
Transfer Credit from Associate's Degree ¹		70
Quinnipiac Advanced Core Courses as needed		20
Quinnipiac Required Nursing Courses		
Elective(s) as needed		3

Fall Start

Course	Title	Credits
First Year		
Fall Semester		
NUR 382	Nursing Science and Information Literacy	3
NUR 412	Health Assessment	3
Credits		6

Spring Semester

NUR 410	Integrative Health and Healing	3
NUR 480	Interprofessional Practice and Quality Improvement	3
Credits		6

Summer Semester

Summer Session 1		
NUR 478	Evidence-Based Nursing Practice	3
NUR 542	Introduction to Health Care Finance	2
Summer Session 2		
NUR 500	Biostatistics	1
NUR 516	Health Policy and Organizational Systems	2
Credits		8

Second Year

Fall Semester		
NUR 484	Community and Population Health Nursing	3

NUR 540	Educational Principles for the Health Care Professional	3
Credits		6

Spring Semester

NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 514	Epidemiology and Population Health	2
Credits		5
Total Credits		31

Spring Start

Course	Title	Credits
First Year		
Spring Semester		
NUR 410	Integrative Health and Healing	3
NUR 480	Interprofessional Practice and Quality Improvement	3
Credits		6

Summer Semester

Summer Session 2		
NUR 500	Biostatistics	1
NUR 516	Health Policy and Organizational Systems	2
Credits		3

Fall Semester

NUR 382	Nursing Science and Information Literacy	3
NUR 412	Health Assessment	3
Credits		6

Second Year

Spring Semester		
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 514	Epidemiology and Population Health	2
Credits		5

Summer Semester

Summer Session 1		
NUR 478	Evidence-Based Nursing Practice	3
NUR 542	Introduction to Health Care Finance	2
Credits		5

Fall Semester

NUR 484	Community and Population Health Nursing	3
NUR 540	Educational Principles for the Health Care Professional	3
Credits		6
Total Credits		31

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.

¹ Note: if less than 90 credits are awarded, then Advanced Core courses and/or electives are required.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

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: 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. 528) program. A total of 7-9 credits from the undergraduate RN to BSN program may 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 degree level.

Professional Progression Policy (RN to BSN Program only)

1. To progress and remain in good standing, RN to BSN students must attain a semester GPA of 2.0 (C) and receive a grade of C or higher in

each classroom and laboratory experience (73 or higher) and a Pass (P) in all fieldwork.

2. A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to courses that require that course as a prerequisite. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
3. 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 their major out of nursing.
4. A student who earns grades of C or better in all nursing courses yet has less than a 2.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the RN to BSN program. This student must achieve a 2.0 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be dismissed from the program.
5. At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program director.

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 their inability to progress.

1. Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
2. Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process (p. 128) detailed in the University Catalog.

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.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs). **The student with the**

associate degree in nursing is eligible for transfer into the RN to BSN completion program. An admission requirement for the RN to BSN completion program is a cumulative grade point average of at least 2.7.

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

PART-TIME UNDERGRADUATE STUDIES

Office of Undergraduate Admissions Echlin Center

Title	Name	Phone	Email
Transfer & Part-time Admissions		203-582-8612	

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. 24) available to students. For example, academic support is available in the Learning Commons (p. 29), 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 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. Coursework already completed at Quinnipiac as a non-degree student is considered in the admission process, as well as coursework from other institutions. Students should contact the Office of Transfer and 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. 73).

Academic Policies

The detailed academic policies that govern all students are found in the undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/>), Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/>) and in the policy section of this catalog (p. 72). 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. The maximum number of transfer credits that may be accepted by Quinnipiac University is 75 credits. At least one-half of the courses in a major must be taken at Quinnipiac University. Certain majors may request course completion within a five-year period. 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 Transfer and Part-time Admissions. Quinnipiac University does not accept CLEP credits earned after a student is matriculated.

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. 371)
- Bachelor of Science in Health Science Studies (p. 372)

Bachelor of Arts and Bachelor of Science 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. 241), Communications (p. 270), Engineering (p. 289), Health Sciences (p. 306) and College of Arts and Sciences (p. 164).

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 Transfer and 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

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 One Stop 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 Touchnet on an annual semester basis. There is a charge of \$75 to enroll. Contact the One Stop Office for assistance.

BACHELOR OF ARTS IN LIBERAL STUDIES

Program Contact: Wesley Renfro (wesley.renfro@qu.edu) 203-582-7372

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

For individuals with an associate degree or credits in science, the BS in Health Science Studies program allows students to complete a bachelor's degree and be prepared for either graduate level work or career advancement in the field of health sciences. This program is also designed to help those interested in making a complete career change to health sciences from an unrelated field. 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 sciences field, as well as in other areas such as health care management, public health and nutrition.

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)	Carol R. Awasu	203-582-6433	carol.awasu@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)	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
Accelerated Dual-Degree BS/ MS in Molecular and Cell Biology (3+1)	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu
Dual-Degree BS/ MS in Molecular and Cell Biology (4+1)	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu
MS in Molecular and Cell Biology	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu

School of Business

Program	Name	Phone	Email
Master of Business Administration	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
Accelerated Dual-Degree BS/ MBA (3+1)	Michael Taylor	203-582-3949	michael.taylor@qu.edu
Dual-Degree BS/ MBA (4+1)	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
MS in Accounting	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@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)	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)

MS in Business Analytics	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
Accelerated Dual-Degree BS/ MS in Business Analytics (3+1)	Michael Taylor	203-582-3949	michael.taylor@qu.edu
Dual-Degree BS/MS or BA/ MS in Business Analytics (4+1)	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
MS in Organizational Leadership	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)

School of Communications

Program	Name	Phone	Email
Communications Accelerated Dual-Degree Bachelor's/ Master's Program (3+1)	Terry Bloom	203-582-8440	terry.bloom@qu.edu
Dual-Degree Bachelor's/ Master's in Cinematic Production Management (4+1)	Blythe Frank	203-582-7624	blythe.frank@qu.edu
Dual-Degree Bachelor's/ Master's in Interactive Media and Communications (4+1)	Phillip Simon	203-582-8274	phillip.simon@qu.edu
Dual-Degree Bachelor's/ Master's in Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Dual-Degree Bachelor's/ Master's in Public Relations (4+1)	Laura Willis	203-582-7805	laura.willis@qu.edu
Dual-Degree Bachelor's/ Master's in Sports Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Graduate Program Director, Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@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	Laura Willis	203-582-7805	laura.willis@qu.edu
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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
Sixth-Year Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu

School of Engineering

Program	Name	Phone	Email
Interim Dean	Lynn Byers	203-582-5028	lynn.byers@qu.edu
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 Occupational Therapy (entry-level professional)	Salvador Bondoc	203-582-3727	salvador.bondoc@qu.edu
Doctor of Physical Therapy	Tracy Wall	203-582-8212	tracy.wall@qu.edu
MHS Advanced Medical Imaging Leadership	Paula Demaio	203-582-3674	paula.demaio@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	Terry S. O'Donnell	203-582-5329	Terry.O'Donnell@qu.edu (Terry.O'Donnell@qu.edu)
MHS Radiologist Assistant	John Candler	203-582-6205	john.candler@qu.edu
Master of Social Work	Carol Awasu	203-582-6433	carol.awasu@qu.edu
Occupational Therapy Doctorate (post-professional)	Barbara Nadeau	203-582-8691	barbara.nadeau@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 Programs	Susan D'Agostino	203-582-8882	susan.dagostino@qu.edu
Director of Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
Director of Graduate Online Nursing Programs	Laima Karosas	203-582-5366	laima.karosas@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/>). 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.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants. Go to the CASPA website (<https://caspa.liasoncas.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.

The Quinnipiac entry-level Doctor of Occupational Therapy program participates in the Occupational Therapist Centralized Application Service (OTCAS). More information regarding the application process and fees is available at the OTCAS website (<https://otcas.liasoncas.com>).

All application materials, including official transcripts from all

undergraduate, graduate and professional schools, references and other supporting materials for all internal and external applications are submitted directly to OTCAS. The deadline for a complete application to OTCAS is February 15. Quinnipiac does not require a supplemental application. Applicants may contact the Office of Graduate Admissions for additional 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/>).

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>)). 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>)). 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>)). 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, and social work.

Candidates are evaluated during the admissions process so no additional forms are needed. Holistic factors used to evaluate scholarship candidates include: academic performance, academic potential, program of study and outside experiences. Program directors provide recommendations during the admissions application process to the graduate admissions and financial aid offices for final selection. 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 as long as they have applied by the established admissions deadlines. 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 meet all of the following requirements:

1. Meet the general requirements as established by the Free Application for Federal Student Aid (FAFSA)

2. Are U.S. citizens or eligible noncitizens
3. Are registered with Selective Service (male students only)
4. Are enrolled in at least 5 or more credits each semester (summer, fall or spring)

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://www.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/paying-for-college/graduate/>) section of Quinnipiac's website.

Requirements for Graduation

Master of Arts in Cinematic Production Management

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 thesis production.

Master of Arts in Teaching Program

1. Satisfactory completion of all MAT program requirements.
2. Satisfactory completion of the Connecticut State Department of Education's certification requirement of demonstrated competence in language arts, mathematics, natural sciences, social sciences (including a U.S. history course), the fine arts, physical education and health, a world language, and computer and other technology.
3. Satisfactory results on the appropriate PRAXIS II or ACTFL 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 (45 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 (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 Organizational Leadership

1. Satisfactory completion of all MS in Organizational Leadership 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 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 30 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 30 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. Minimum grade of C in all graduate courses.
3. Satisfactory completion of specific course requirements.

4. Candidates must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program.

3. Successful completion of all performance tasks.
4. A cumulative GPA of at least 3.0, with no course grade below B-.

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. A minimum grade of B- in all doctoral nursing courses; B for nurse anesthesia courses.

Entry-level Professional Doctor of Occupational Therapy

1. Satisfactory completion of all graduate curriculum requirements.
2. A minimum grade of B- in all didactic courses.
3. A "pass" in all Level II Fieldwork and Doctoral Capstone courses.
4. A cumulative GPA of at least 3.2 for each semester of graduate study.

Master of Occupational Therapy

1. Satisfactory completion of all graduate curriculum requirements.
2. A minimum grade of C+ in all didactic courses.
3. A "pass" in all Level II Fieldwork courses.
4. A cumulative GPA of 3.0 for each semester of graduate study.

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 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).

GRADUATE ACADEMIC POLICIES

Graduate

Academic Good Standing (p. 75)

Academic Integrity (p. 76)

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. 91)

Class Attendance (p. 97)

Conferral of Honorary Degrees (p. 98)

Disabilities (p. 100)

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Procedure to Appeal a Final Grade (p. 128)

Repeat of Courses with Grade of F, D or C- (p. 130)

Speaker Policy (p. 131)

Student Exposure Control Plan for Bloodborne and Airborne Pathogens (p. 132)

Student Incident Policy and Report Form (p. 137)

Student Records (p. 141)

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Transfer of Credit (p. 158)

Tutorial Study (p. 159)

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Withdrawal from a Course (p. 162)

Withdrawal from the University (p. 163)

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers a (post-graduate) Master of Science in Molecular and Cell Biology (p. 179) 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. 379).

Master of Science

Master of Science in Molecular and Cell Biology (p. 179)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 379)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 236)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-mba/>)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-accounting/>)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-bs-ms-journalism/>)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 381)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 383)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 176)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 178)

Accelerated Dual-Degree Bachelor's/MSW (3+2)

Program Contact: Catherine Solomon (catherine.solomon@qu.edu) (203) 582-5264 Carol R. Awasu (Carol.Awasu@qu.edu) 203-582-6433

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. Through this accelerated dual-degree program, you will complete both your bachelor's degree and your Master of Social Work (p. 439) in just 5 years.

The Quinnipiac University MSW program prepares social workers for specialized practice in health and mental health. The curriculum emphasizes interprofessional education to familiarize students with a professional team-based approach while also giving you the freedom to tailor your degree to your specialty. The MSW program prepares you

for social work licensure and gives you the tools you need to provide patients/clients with counseling, crisis intervention and access to social welfare and community resources.

Social work is one of the fastest-growing occupations in the United States. As social workers, graduating students enter a broad range of high-demand fields. Mental health clinics, hospitals, schools and health departments all rely on social workers to treat veterans with PTSD, neglected children, people with chronic illnesses and much more. You will act as a crucial link between patients/clients and other professionals, ensuring that people receive critical health and mental health care.

Contact the director listed above for further information on this Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) program.

Accelerated Dual-Degree Bachelor's/MSW (3+2) Curriculum Requirements

The most common majors for students who are anticipating graduate study in social work are Sociology, Criminal Justice, Gerontology and Psychology¹; however this accelerated dual-degree program is open to students in any Arts and Sciences major. Students are advised that this accelerated degree will require overloads and summer coursework to complete the bachelor's degree in three years.

Students must work with their advisers to carefully plan their course of study to ensure completion of the BA or BS degree in three years. Students admitted to the program take 9 credits of graduate coursework in their third year. Suggested curriculum is as follows:

Course	Title	Credits
First Year		
Fall Semester		
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
	UC Science with lab (Disciplinary Inquiry)	4
	UC Humanities (Disciplinary Inquiry)	3
	UC Fine Arts (Disciplinary Inquiry)	3
	Course determined by major	3
CJ 101	Crime and Society	
PS 101	Introduction to Psychology	
SO 101	Introduction to Sociology	
Credits		19
Spring Semester		
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
	UC Personal Inquiry course ²	3
	UC Personal Inquiry course	3
	Course determined by major	3-4
	UC Personal Inquiry	
	Take one of the following (determined by major):	1
CJ 205	From College to Career (SO/GT 205)	
GT 205	From College to Career (SO/CJ 205)	
SO 205	From College to Career (CJ/GT 205)	
	Course determined by major	3
GT 263	Sociology of Aging (SO 263)	

SO 244	The Invisible Ladder: Social Inequalities Inequalities	
SO 101	Introduction to Sociology	
Credits		19-20
Summer Semester		
UC Personal Inquiry course		3
Course determined by major		3
UC Personal Inquiry course		
CAS Humanities		
Credits		6
Second Year		
Fall Semester		
Course determined by major		3
UC Fine Arts (Disciplinary Inquiry)		
UC Personal Inquiry course		
Language 102 course		3
CAS Social Sciences		3
Course determined by major		3
BMS 200	Biomedical Basis and Experience of Human Aging	
CAS Fine Arts		
Course determined by major		3
PS 234	Adult Development & Aging (gt 234)	
CAS elective		
CJ 241	Police and Policing	
Elective in the major		3
Credits		18
Spring Semester		
CAS elective		3
Course determined by major		3
CAS Humanities		
CAS elective		
Course determined by major		3
CAS Fine Arts		
Open elective		
SO 241	Sociology of Race and Ethnicity	
Course determined by major		3
CJ 290	Criminal Justice Research Methods	
GT 290	Research Methods (SO 290)	
SO 290	Research Methods (GT 290)	
Elective in the major		3
Course determined by major		3
Elective in the major		
CJ 261	Prisons and Jails	
Credits		18
Summer Semester		
Course determined by major		3
UC Personal Inquiry course		
Open elective		
Course determined by major		3
CAS elective		

Open elective		
Credits		6
Third Year		
Fall Semester		
Course determined by major		3
UC Capstone ⁴		
Open Elective		
Course determined by major		3
CAS elective		
CJ elective		
SO elective		
Course determined by major		3
CJ 392	Internship in the Community (SO 392/GT 392)	
SO 392	Internship in the Community (CJ 392/GT 392)	
GT 392	Internship in the Community (SO 392)	
Elective in the major		3
SW 504	Social Welfare and Social Policy	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		18
Spring Semester		
Open elective		3
Open elective		3
Course determined by major		4
CAS elective + one FLW course		
GT 394	Advanced Internship in the Community	
Major elective + one FLW course		
Course determined by major		3
CJ 385	Senior Seminar in Criminal Justice Policy	
GT 400	Senior Seminar (SO 400) ³	
SO 400	Senior Seminar (GT 400) ³	
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		16
Total Credits		120-121

Once admitted to the program, students must maintain an undergraduate GPA of 3.0, complete 20 credits in liberal arts, and a statistics course with a grade of C or higher. Additionally, students must 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 their Master of Social Work upon satisfactory completion of all of the graduate curriculum requirements.

¹ Psychology majors who are interested in the dual-degree program follow a different curriculum, and should consult with their adviser.

² Courses are chosen in consultation with an adviser to meet the requirements for Personal Inquiry I and Personal Inquiry II.

³ Course counts as UC Capstone

⁴ Criminal Justice majors must complete UC Capstone

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 first-year students 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. 19) 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.

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 first 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 436L 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 ¹	3
MA 110	Contemporary Mathematics ²	
	or MA 14 Pre-Calculus	
Select one of the following:		3
HS 132	U.S. History Since Reconstruction	
HS 210	Contemporary America	
HS 131	U.S. History to 1877	
	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		21-22

¹ Student must receive a grade of B or better in EN 101.

² 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 436L	English Language Arts Integration Field Lab IV	
ED 458	Teaching Science in the Primary Grades	3
ED 462	Facilitating the Arts in the Elementary Classroom	3
ED 466	Teaching Social Studies in the Primary Grades	2
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		60

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will demonstrate the following competencies:

1. **Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
2. **Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
3. **Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
4. **Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.

5. **Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
6. **Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
8. **Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students in order to promote social justice.
9. **Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
10. **Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major.
- 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.

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 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 coursework 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 coursework 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 coursework 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 coursework, 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 National Council for Accreditation of Teacher Education. The three values of “excellence in education, a sensitivity to students, and a spirit of community” which are at the heart of Quinnipiac’s mission statement are woven through the program.

General Information

The 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 first 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/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 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 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 ¹	3
MA 110 or MA 140	Contemporary Mathematics ² Pre-Calculus	3
Select one of the following courses:		3
HS 131	U.S. History to 1877	
HS 132	U.S. History Since Reconstruction	
HS 210	Contemporary America	
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

¹ Student must receive a grade of B or better in EN 101. English majors must take EN 325

² 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

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will demonstrate the following competencies:

1. **Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
2. **Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
3. **Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
4. **Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
5. **Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
6. **Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
8. **Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students in order to promote social justice.
9. **Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
10. **Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major.
- 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.

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 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 coursework 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 coursework 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 coursework 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 coursework, 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)

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

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 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 encouraged to declare the general business minor early in their undergraduate program to build the foundation for graduate business coursework.

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 early in their undergraduate program to prepare for MBA classes in 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 coursework 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
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3

MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy ¹	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives ²		
Select five graduate electives either in a specific concentration/discipline or customized by the student		15
Total Credits		45

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 such areas as business analytics, computer information systems, finance, health care management, international business, marketing, strategy, supply chain management.

¹ Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.

² Accelerated Dual-Degree (3+1) and Dual-Degree (4+1) students are required to complete MBA 688 as one of their five electives.

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.

SCHOOL OF BUSINESS

Master of Business Administration

- Full-Time Master of Business Administration (p. 388)
- Professional Master of Business Administration (<http://catalog.qu.edu/graduate-studies/business/business-administration-professional-mba/>) (online)

Master of Science

- Master of Science in Accounting (p. 392)
- Master of Science in Business Analytics (p. 395) (online & on ground)
- Master of Science in Organizational Leadership (p. 396) (online)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 389)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS/MBA (4+1) (p. 391)
- JD/MBA (p. 391) (Juris Doctor) (p. 391)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 393)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 394)
- Accelerated Dual-Degree BS/MSBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/accelerated-dual-degree-bs-ms/>)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/dual-degree-bs-ms/>)

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>).

Full-Time Master of Business Administration

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The School of Business offers two MBA programs to meet the needs of our students. The Full-Time MBA program is offered on-campus for students who have recently completed an undergraduate degree or for students who want an in-person MBA experience. For students who already have at least 3 years of full-time work experience, the Professional MBA (PMBA) program (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.qu.edu%2Fgraduate-studies%2Fbusiness%2Fbusiness-administration-professional-mba%2F&data=02%7C01%7CWendi.Gray%40quinnipiac.edu%7Ca7e2dc0c327f4568f5ad08d7dc88da7f%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637220352673056314&sdata=qODhRffMSkhB0HCEbdLT3UhbWhJy0CifM9Wctdd18Y%3D&reserved=0>) offers the flexibility of completing an MBA completely online on a part-time basis.

Both programs emphasize the interrelatedness of core business functions, and students learn the theories, principles and strategies necessary to succeed in careers in business, government or nonprofit management. In the MBA, students build their knowledge and skills in areas related to data analytics, decision-making, global business

considerations, financial markets and analysis, leadership, organizational behavior, and business strategy.

MBA courses are action-oriented, and students are encouraged to think critically so that they can effectively and immediately apply the competencies and skills acquired in the MBA program to their organizations. Numerous electives are available for students to customize their experience based on their own professional goals and interests.

MBA Program of Study

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives ¹		
Select five graduate electives either in a specific concentration/discipline or customized by the student		15
Total Credits		45

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 such areas as business analytics (p. 703), finance (p. 712), health care management (p. 713), international business (p. 718), marketing (p. 740), strategy (p. 777), and supply chain management (p. 740).

¹ Students in 3+1 and 4+1 programs are required to complete MBA 688 as one of their five electives.

Student Learning Outcomes

Students who graduate from the MBA program will develop and emphasize skills in the following areas:

1. **Business Analytic Skills:** Demonstrate the ability to understand, interpret and develop data driven approaches for business decision making, and understand and use business information and metrics to assess business problems, identify opportunities, and offer solutions.
2. **Managing People and Organizations:** Demonstrate the ability to manage professional relationships and ability to drive organizational growth and change.

3. **Strategic Integration:** Demonstrate the ability to assess a business situation and identify key dynamics and constraints, and to formulate and implement an effective response.
4. **Business and Society:** Demonstrate the ability to understand the relationship between business and society, and apply knowledge of ethics, social responsibility, and sustainability to business situations.
5. **Application of Business Knowledge:** Demonstrate knowledge of core business functions, integrate this knowledge to address business problems and opportunities, and evaluate and apply emerging practices, technologies and ideas that can impact the future of business practices and work.

Master of Business Administration

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 389)
- Dual-Degree BA/MBA (4+1) (p. 386)
- Dual-Degree BS/MBA (4+1) (p. 391)
- JD/MBA (p. 391)(Juris Doctor) (p. 391)

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. Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<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. GMAT or GRE scores are not required for admission. *Applicants who wish to submit scores may do so as supplemental information on the application.*
4. 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.
5. 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 (<https://www.qu.edu/admissions/graduate/apply/international/>) and submit along with supporting documentation. In addition, a copy of a passport or national ID is required.

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. 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) 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 25. Students enter the program in their first year 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 first-year 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

Unique Program Features

- Total savings of up to 30 percent over traditional five-year BS/MBA option
- An optional residential cohort first-year experience with other four-year BS/MBA students
- Dedicated resident assistant and study lounge in first-year 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 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 immersion courses

Students in the Accelerated Dual-Degree BS/MBA (3+1) program must live in one of the university's housing options for the three undergraduate years of the program.

Accelerated Dual-Degree BS/MBA (3+1) Program of Study

(possible curriculum^{1,2})

Course	Title	Credits
First Year		
Fall Semester		
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
Spring Semester		
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
Summer Semester		
UC Core Electives ³		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 615	Skills for Contemporary Business Issues	3
SB 420	Strategic Management Integrated Seminar	3
Open Elective		3
Credits		18

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	Authentic Leadership within Organizations	3
Credits		19
Summer Semester		
MBA 688	Graduate Internship I	3
Credits		3
Fourth Year		
Fall Semester		
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 690	Strategic Management	3
Credits		15
Spring Semester		
MBA 695	Action-Based Learning Lab	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		158

¹ Program of study may vary depending on major, choice of international option, AP or other college-level credits.

² Continuation in the program requires maintenance of 3.0 GPA; 3.25 GPA required to begin MBA courses.

³ 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 first-year students 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 (p. 19) 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. 53) page for more information.

Dual-Degree BS/MBA (4+1)

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

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. With a thorough understanding of business, practical experiences and a foundation in 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/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 coursework 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 (<https://quinnipiac-curr.courseleaf.com/search/?P=MBA%20660>) with an international travel component and MBA 688 (<https://quinnipiac-curr.courseleaf.com/search/?P=MBA%20688>) MBA Internship.

MBA Program of Study

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives		
Select five graduate electives either in a specific concentration/discipline or customized by the student		15
Total Credits		45

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 such areas as business analytics, computer information systems, finance, health care management, international business, marketing, strategy, and supply chain management.

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. 474).

MBA Requirements for Dual-Degree JD/MBA Program of Study

Students pursuing the JD/MBA dual degree may count four law courses as electives toward the MBA, in addition to 30 MBA core credits and 3 MBA elective credits.

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives		
Select one School of Business Graduate Elective		3
Total MBA Credits for JD/MBA Dual-Degree		33

JD Curriculum requirements for the Dual-Degree JD/MBA Program of Study (p. 457)

Master of Science in Accounting

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

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. Students have a variety of electives to choose from, or may select a structured set of courses in business analytics.

MS in Accounting Curriculum

Code	Title	Credits
Required Core Courses (18 credits)		
AC 635	Advanced Topics in Financial Accounting and Reporting	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
Elective Courses (12 credits)		
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 ¹	
	or MBA 680 Business Decision Analysis	
BAN 615	Predictive Modeling	
BAN 628	Data Mining	
BAN 650	Data Visualization	
CIS 600	Information Systems Strategy	
EC 600	Managerial Economics	
Total Credits		30

¹ BAN 610 is a prerequisite for advanced BAN courses.

Student Learning Outcomes

Students who graduate with this degree will demonstrate:

- Professional Communication:** an ability to communicate complex accounting reports and other financial information in both technical and common language; a proficiency in the use of information technology packages to process information and to effectively complete tasks in applicable areas.
- Business Analytics and Critical Thinking:** 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.
- Business Environment:** 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; knowledge of the issues involved in Multinational Corporation accounting including a strong understanding of the issues in international financial reporting standards.
- Accounting Integration:** 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; an 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. 393)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 394)

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 Accounting program must demonstrate that they have successfully completed the following prerequisite course (or must complete these courses before beginning coursework in the MSA program).

- Introduction to Financial Accounting
- Introduction to Managerial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Taxation of Individuals
- Business Law and Society

A complete application consists of the following:

1. Program application (submitted online). Go to Quinnipiac's How to Apply (<http://www.qu.edu/gradhowtoapply/>) webpage.
2. Official transcripts of all undergraduate and graduate work completed.
3. A personal statement/letter of intent
4. Three letters of recommendation
5. A recent resume
6. Application fee

International Applicants:

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.

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.

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/graduate/apply/international/>).

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 25.

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 first-year students 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 30 percent over traditional five-year BS/MSA option
- An optional residential cohort first-year experience with other four-year BS/MSA students
- Dedicated resident assistant and study lounge in first-year 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. 249) or any other undergraduate business major in conjunction with the Accounting minor. (p. 251)

MSA Program of Study

Code	Title	Credits
Fourth Year (Graduate Study)		
Fall Semester		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
Spring Semester		
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

Please refer to the MSA Curriculum (p. 392) page for electives.

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 first-year students 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: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Dual-Degree BS/MS and BA/MS in Accounting (4+1) programs respond to the 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, with the master of science degree providing advanced skills and accounting theory to support success on the Certified Public Accountant certification exam. The curriculum is designed to help students transition from undergraduate to graduate study to the 150-credit education requirement to sit for the CPA exam. Qualified students from all majors may apply for this program in the spring of their junior year or 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.

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
Fifth Year (Graduate Study)		
Fall Semester		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
Spring Semester		
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

You may refer to the MSA Curriculum (p. 392) page for electives.

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: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

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
Required Core Courses		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Modeling	3
BAN 621	Data Management	3
BAN 629	Text Mining	3
BAN 622	Data Warehousing	3
BAN 628	Data Mining	3
BAN 650	Data Visualization	3
BAN 690	Business Analytics Capstone	3
Elective Courses		
Select three of the following: ¹		9
BAN 661	Web Analytics and Web Intelligence	
BAN 663	Programming for Data Analysis	
BAN 664	Health Care Analytics	
BAN 665	Big Data and Hadoop	
BAN 667	Business Design and Object-Oriented Analysis	
BAN 669	Project Management	
Total Credits		33

¹ Additional elective business courses are available to students at the discretion of the program director.

Student Learning Outcomes

Upon completion of the MS in Business Analytics program, students will demonstrate the following competencies:

1. **Data Analysis:** Evaluate different techniques used to analyze data.
2. **Data Management:** Explain how data is stored, accessed and retrieved.
3. **Analytical Reasoning:** Apply business analytics techniques and utilize analytical tools for organizational decision making.
4. **Critical Thinking:** Demonstrate skills in interpreting and presenting analytical results.

Master of Science in Business Analytics

Accelerated Dual-Degree BS/MS in Business Analytics (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/accelerated-dual-degree-bs-ms/>)

Dual-Degree BS/MS or BA/MS in Business Analytics (4+1) (<http://catalog.qu.edu/graduate-studies/business/business-analytics-ms/dual-degree-bs-ms/>)

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 coursework 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:

1. Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
2. Official transcripts of all undergraduate and graduate work completed.
3. A personal statement.
4. Three letters of recommendation, including at least one from a professional contact.
5. A recent resume.
6. Application fee.

International Applicants:
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.
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.
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 (<https://www.qu.edu/4aa378/globalassets/global/media/qu/documents/paying-for-college/undergraduate/statement-financial-support-admissions-form.pdf>) can be found on the Admissions webpage (<https://www.qu.edu/admissions/undergraduate/apply/international/>).

Master of Science in Organizational Leadership

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The MS in Organizational Leadership guides working professionals through a process of uncovering and evolving their personal leadership style. Specifically developed for prospective and current leaders with at least 4 years of professional work experience, this program helps students strengthen their leadership toolkit through the learning and application of critical skills necessary to thrive in the new economy. The 30-credit program is delivered in a highly supportive, modern online format and can be completed in under 2 years on a part-time basis.

The core courses of the program focus on identifying personal leadership style in all situations with a flexible curriculum that enables students to explore specific areas of interest such as emotional intelligence, ethics and governance, the digital organization, and human resources.

Coursework is rounded out with a hands-on consulting project designed to address a business problem relevant to the student's current role or professional/personal interests. Students are challenged to think critically about this issue before developing, building and implementing an appropriate solution.

MS in Organizational Leadership Program of Study

The program consists of 30 credits, including five required core courses (15 credits) and five elective courses (15 credits).

Code	Title	Credits
Required Core Courses		
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 610	Crucial Conversations as Leaders	3
OL 650	Leading Organizational Change	3
OL 689	Project Management for Leadership Consulting	3
OL 690	Leadership Consulting Capstone	3
Total Credits		15

Code	Title	Credits
Choose 5 electives		15
Students may choose specialized electives in organizational leadership, or other graduate business courses.		
Organizational Leadership Electives		
OL 607	Insights into Emotions and Emotional Intelligence	
OL 620	Leadership in the Digital Organization	
OL 630	Performance Management and HR Analytics	
OL 662	Ethics and Governance	
OL 681	Strategic Leadership in Human Resources	
OL 682	Policies, Procedures and Employment Law	
OL 683	Talent Management	
OL 684	Benefits and Compensation	

Student Learning Outcomes

Upon completion of the MS in Organizational Leadership program, students will demonstrate the following competencies:

1. **Communication Skills for Leading Individuals and Teams:** Students will demonstrate capabilities with respect to effective communication with varied organizational stakeholders. Additionally, students will develop the ability to analyze group dynamics and practical skills for building and leading effective teams.
2. **Self Awareness, Growth and Complex Adaptive Leadership:** Students will exhibit an understanding of mechanisms/tools to maintain an ongoing awareness of personal characteristics, how these impact interactions with others and how to re-evaluate these regularly toward continuous improvement as leaders. Students will understand the array of nonmarket forces, including political leaders, NGOs

and societal trends, that can have a significant impact on the opportunities and risks faced by business leaders. Students also will be able to evaluate and understand organizational design issues, organizational learning issues and motivation issues toward becoming effective leaders of diverse organizations.

3. **Digital Literacy and Interpreting Data to Improve Performance:**

Students will be exposed to analytical tools applicable to the leadership function in reviewing and enhancing organizational and individual performance. Students will build awareness of the breadth, depth and velocity of the digital era transformation and its multifaceted impact on organizations.

4. **Ethics, Negotiation and Strategic Decision Making:** Students will demonstrate understandings of the formulation of strategy and implications for its implementation within diverse organizations. Students will recognize choices in ethical contexts and effectively use frameworks to make decisions as leaders that are ethical. And, students will acquire knowledge to craft a negotiation strategy that aligns to ethical and mutually beneficial outcomes in professional and personal negotiations.

documents/paying-for-college/undergraduate/statement-financial-support-admissions-form.pdf) can be found on the Admissions webpage (<https://www.qu.edu/admissions/undergraduate/apply/international/>).

Admission

Applicants to the MSOL program must possess four years of professional, post-bachelor's degree experience.

All prospective MSOL students must submit the following:

1. Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
2. Official transcripts of all undergraduate and graduate programs/courses completed.
3. A personal statement.
4. A resume demonstrating sufficient work experience.
5. Three letters of recommendation (one being from a professional contact).
6. Application fee.

International Applicants:

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.

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.

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 (<https://www.qu.edu/4aa378/globalassets/global/media/qu/>

SCHOOL OF COMMUNICATIONS

Master's Degrees

- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/>)
- Master of Science in Interactive Media and Communications (p. 398)
- Master of Science in Journalism (p. 399)
- Master of Science in Sports Journalism (p. 403)
- Master of Science in Public Relations (p. 400)
 - Social Media Track
- Master of Science in Public Relations - Online/Professional Track (p. 402)
 - Social Media Track

Dual-Degrees

- Communications Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 288)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (<http://catalog.qu.edu/graduate-studies/communications/dual-degree-cinematic-production-management-ba-bs-ms/>)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 404)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 405)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 406)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 408)

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. Students have the opportunity to enroll in an optional 3-credit internship as part of the program.

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 may be some courses available on-campus. Full-time students can finish in 16 months. Fall and spring starts are available.

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/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
Total Credits		9

Electives (select seven, aligned with your professional goals)

Code	Title	Credits
Select seven courses from the following list:		21
ICM 502	Visual Design	
ICM 504	Motion Across Media	
ICM 505	Web Technologies	
ICM 508	Audio and Video Design	
ICM 512	Principles of User Experience Design	
ICM 513	Content Strategy	
ICM 514	Understanding Your Audience	
ICM 517	Ideation, Prototyping and Testing	
ICM 518	Visual Storytelling	

ICM 522	Social Media Practice and Techniques
ICM 524	Social Media Analytics
ICM 528	Content Creation
ICM 529	Data Visualization
ICM 531	Graduate Internship

Total Credits

21

Student Learning Outcomes

The Interactive Media and Communications program (ICM) encompasses a wide spectrum of interactive media. The program acknowledges that interactive media is a cultural catalyst that has revolutionized the way people communicate. It prepares students to think and act critically, creatively and ethically. The program provides a rigorous curriculum of research, writing, conceptualization, problem-solving, innovation and creative practice. Students graduating from this program are well prepared to meet the challenges within the field of interactive media and to develop ethical cross-media communication strategies. The areas of study are always evolving and include visual design, web technology, motion graphics, UX, social media, content creation, audio/video design, and writing. The program concludes with a capstone experience that is a culmination of work created throughout the program. The following competencies are critical for interactive media practitioners, and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Conduct In-Depth Research:** Conduct in-depth research using professional methods and terminology that demonstrates fluency in the use of the formal vocabulary and concepts. This includes recognizing the influence of major cultural, historical, technological and aesthetic trends on contemporary interactive products and services.
2. **Practice Creative and Critical Thinking:** Practice processes and methods that cover empathy, the psychology of the user, problem definition, and ideation methods. They build a knowledge base and skill set required to practice across media and to conduct the “deep work” required of master’s level study.
3. **Solve Creative Problems:** Solve creative problems using the synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual and written responses to communication problems using research, preproduction, storyboarding and media production techniques.
4. **Implement Processes:** Use industry standard processes and methods to produce communications that incorporate a high level of strategy, planning, production and distribution. This is exhibited by the ability to solve communication challenges by using analysis, prototyping, user testing and outcome evaluation, among other methods.
5. **Develop Strategies:** Know how to use words, visuals, video, social media and mobile media to build an audience and deliver content. They create an effective media presence and apply their knowledge to strategic challenges within real-world situations.
6. **Actualize Concepts:** Actualize technical, aesthetic and conceptual decisions based on using appropriate tools and technology. This includes knowing how to learn techniques with the recognition that technological change is constant.

7. **Produce Professional Media:** Produce a body of media suitable for seeking professional opportunities in their chosen branch of communication. This is facilitated through the process of identifying and packaging works, creating a consistent message, and using the results of their research and practice. The focus is on a unique and persuasive body of work to be distributed across mediums.

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 cover letter expressing interest in pursuing graduate education
- a resume showing experience either as a student or professional
- two academic or professional recommendations
- an online portfolio of written, visual, media or interactive work
- an original piece of writing (1,000-word minimum). This can be an academic, professional or creative work you have already produced or a new original piece of writing on a topic of your choice. We are looking for depth of thought, depth of research, the ability to formulate ideas, and writing skills.

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
Before Fall Semester Begins:		
Boot Camp (if necessary) - Boot Camp credits do not count toward degree.		
First Semester		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
Elective Course		3
Elective Course		3
Second Semester		
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
JRN 600	Capstone Proposal	3
Elective Course		3
Summer Semester		
JRN 601	Capstone Project	3
Elective Course		3
Total Credits		30

Program of Study

Code	Title	Credits
Required Courses		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
The capstone is a two-semester course that culminates with a professional quality master's project.		
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 adviser. 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.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Understand** professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
2. **Analyze** information based on journalistic practices of research, interviews and observation.
3. **Evaluate** information in determining the story’s narrative structure and reach via social media and other applications.
4. **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: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

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’s/master’s dual-degree program (p. 406).

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 specialize their degree. 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 30 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C has to be retaken.

Students have two options to complete the program: fast track or part-time. Students on a fast track complete the 30-credit program in one calendar year. They take 15 credits in the fall and spring terms, respectively. Students may also elect to complete the program on a part-time basis taking between 3 and 12 credits in a semester.

Code	Title	Credits
Core requirements		
STC 501	Principles and Theories of Public Relations	3
STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 514	Social and Mobile Media	3
STC 605	Public Relations Graduate Capstone	3
Public Relations elective requirements ¹		
Select two of the following:		6
STC 503	Public Relations Research Design	
STC 507	Strategic Planning in Public Relations	
STC 510	Crisis Management	
STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 515	Special Topics in Public Relations	
STC 516	Branding Strategies	
STC 518	Measurement and Evaluation	
STC 519	Strategic Public Relations and Reputation Management	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	

STC 522	Nonprofit Public Relations
STC 523	Media Systems and Planning
STC 525	Financial Communications and Business
STC 531	Graduate Internship in Public Relations
STC 602	Public Relations Research Thesis
STC 606	Independent Study

Free elective

Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser	3
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Total Credits	30
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- ¹ Students pursuing the Social Media Track must complete three social media electives such as ICM 513; ICM 522; ICM 524; ICM 528; ICM 529; etc. (Graduate Director approval required).

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** 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.
- Critical and Creative Thinking:** 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.
- Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Social Intelligence:** 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.
- Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission

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: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

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.

The overriding goal of the program 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.

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.

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.

Also available is a social media track for students who want to specialize their degree. 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 – 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 graduate course with a grade of less than C must be retaken.

Code	Title	Credits
Core requirements		
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 510	Crisis Management	3
STC 511	Global Strategy	3
STC 516	Branding Strategies	3
STC 518	Measurement and Evaluation	3
STC 519	Strategic Public Relations and Reputation Management	3
Public Relations elective requirements¹		

Select three of the following:

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STC 507	Strategic Planning in Public Relations	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 514	Social and Mobile Media	
STC 515	Special Topics in Public Relations	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	
STC 522	Nonprofit Public Relations	
STC 523	Media Systems and Planning	
STC 525	Financial Communications and Business	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
Capstone requirement		
STC 605	Public Relations Graduate Capstone	3
Total Credits		36

- ¹ Students pursuing the Social Media Track must complete three social media electives such as ICM 513; ICM 522; ICM 524; ICM 528; ICM 529; etc. (Graduate director approval required.)

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** 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.
- Critical and Creative Thinking:** 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.
- Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Social Intelligence:** 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.
- Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

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 and for websites with a strong visual component.

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 writers for broadcast news and websites.

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 504	Digital Essentials	3

JRN 524	TV 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 574	Crafting the Sports Feature	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.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Understand** professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
2. **Analyze** information based on sports journalistic practices of research, interviews and observation.
3. **Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
4. **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 Bachelor's/Master's 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 Bachelor's/Master's 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. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

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.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) program complete up to 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate advisers to ensure that the courses fit into their degree programs.

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. Students have the opportunity to enroll in an optional 3-credit internship as part of the program.

Students create a master's blog, to keep a unique record of their research, perspectives and work through the program.

A required master's capstone experience is included in the 30 credits. For the capstone, the students create a professional-quality web portfolio, selecting the best work from their courses and experiences.

Program of Study

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
ICM 501	Foundations in Graduate Studies	3
Spring Semester		
ICM 506	Writing for Interactive Media	3
Summer Semester		
ICM Elective Courses		6
Graduate Study (Fifth Year)		
Fall Semester		
ICM Elective Courses		9
Spring Semester		
ICM Electives Courses		6
ICM 601	Master's Capstone	3
Total Credits		30

Electives (select seven, aligned with your professional goals)

Code	Title	Credits
Select seven courses from the following list:		21
ICM 502	Visual Design	
ICM 504	Motion Across Media	
ICM 505	Web Technologies	
ICM 508	Audio and Video Design	
ICM 512	Principles of User Experience Design	
ICM 513	Content Strategy	
ICM 514	Understanding Your Audience	
ICM 517	Ideation, Prototyping and Testing	
ICM 518	Visual Storytelling	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
ICM 528	Content Creation	
ICM 529	Data Visualization	
ICM 530	Independent Study	
ICM 531	Graduate Internship	
Total Credits		21

Student Learning Outcomes

The Interactive Media and Communications program (ICM) encompasses a wide spectrum of interactive media. The program acknowledges that interactive media is a cultural catalyst that has revolutionized the way people communicate. It prepares students to think and act critically, creatively and ethically. The program provides a rigorous curriculum of research, writing, conceptualization, problem-solving, innovation and creative practice. Students graduating from this program are well prepared to meet the challenges within the field of interactive media and to develop ethical cross-media communication strategies. The areas of study are always evolving and include visual design, web technology, motion graphics, UX, social media, content creation, audio/video design, and writing. The program concludes with a capstone experience that is a culmination of work created throughout the program. The following competencies are critical for interactive media practitioners, and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Conduct In-Depth Research:** Conduct in-depth research using professional methods and terminology that demonstrates fluency in the use of formal vocabulary and concepts. This includes recognizing the influence of major cultural, historical, technological and aesthetic trends on contemporary interactive products and services.
2. **Practice Creative and Critical Thinking:** Practice processes and methods that cover empathy, the psychology of the user, problem definition, and ideation methods. They build a knowledge base and skill set required to practice across media and to conduct the “deep work” required of master’s level study.
3. **Solve Creative Problems:** Solve creative problems using the synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual and written responses to communication problems using research, preproduction, storyboarding and media production techniques.
4. **Implement Processes:** Use industry-standard processes and methods to produce communications that incorporate a high level of strategy, planning, production and distribution. This is exhibited by the ability to solve communication challenges by using analysis, prototyping, user testing and outcome evaluation, among other methods.
5. **Develop Strategies:** Know how to use words, visuals, video, social media and mobile media to build an audience and deliver content. They create an effective media presence and apply their knowledge to strategic challenges within real-world situations.
6. **Actualize Concepts:** Actualize technical, aesthetic and conceptual decisions based on using appropriate tools and technology. This includes knowing how to learn techniques with the recognition that technological change is constant.
7. **Produce Professional Media:** Produce a body of media suitable for seeking professional opportunities in their chosen branch of communication. This is facilitated through the process of identifying and packaging works, creating a consistent message, and using the results of their research and practice. The focus is on a unique and persuasive body of work to be distributed across mediums

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor’s/master’s in Interactive Media and Communications (ICM) 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 the ICM program director in the School of Communications and must consist of the following:

- Application form
- Resume
- A cover letter that explains your decision to pursue graduate education.
- An original piece of writing (1,000-word minimum). This can be an academic, professional or creative work you have already produced or a new original piece of writing on a topic of your choice. We are looking for depth of thought, depth of research, ability to formulate ideas, and writing skills.
- Two letters of reference (one from a professor in the student’s major).

Dual-Degree Bachelor’s/Master’s in Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

Quinnipiac offers a five-year Dual-Degree Bachelor’s/Master’s in Journalism (4+1) for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. If accepted, students can take up to 3 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 the dual-degree program are available through the School of Communications.

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.

Dual-Degree Bachelor's/Master's in Journalism (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/master's program in their junior year.

Students in the dual-degree program complete up to 3 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

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 adviser, 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 Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall or Spring Semester		
JRN Elective		3
Graduate Study (Fifth Year)		
Fall Semester		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN Elective		3
JRN Elective		3
Spring Semester		
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
JRN 600	Capstone Proposal	3
JRN Elective		3
Summer Semester		
JRN 601	Capstone Project	3
Total Credits		30

Program of Study

Code	Title	Credits
Required Courses		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
The capstone is a two-semester course that culminates with a professional quality master's project.		
JRN 600	Capstone Proposal	3
JRN 601	Capstone Project	3
Elective Courses		

Students select four courses in a concentration they determine with their adviser. Students may take other electives with permission of their adviser. Electives are offered on an as-needed basis and may not be available during a given student's program of study.	12
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Total Credits	30
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Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Understand** professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
2. **Analyze** information based on journalistic practices of research, interviews and observation.
3. **Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
4. **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

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 Bachelor's/Master's in Public Relations (4+1)

Program Contact: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's 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. If accepted, students typically take 6 credits of graduate courses during their senior year beginning in the fall semester. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

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.

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.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Public Relations (4+1) program complete 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

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 graduate course with a grade of less than C has to be retaken.

Sample Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
STC 501	Principles and Theories of Public Relations	3
Spring Semester		
STC 505	Public Relations Writing	3
Graduate Study (Fifth Year)		
Fall Semester		
STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 514	Social and Mobile Media	3
STC Elective		3
Spring Semester		
STC 506	Public Relations Management	3
STC 531	Graduate Internship in Public Relations	3
STC 605	Public Relations Graduate Capstone	3

STC Elective	3
Total Credits	30

Program of Study

Code	Title	Credits
Core requirements		
STC 501	Principles and Theories of Public Relations	3
STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 514	Social and Mobile Media	3
STC 605	Public Relations Graduate Capstone	3
Public Relations elective requirements¹		
Select two of the following:		6
STC 503	Public Relations Research Design	
STC 507	Strategic Planning in Public Relations	
STC 510	Crisis Management	
STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 515	Special Topics in Public Relations	
STC 516	Branding Strategies	
STC 518	Measurement and Evaluation	
STC 519	Strategic Public Relations and Reputation Management	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	
STC 522	Nonprofit Public Relations	
STC 523	Media Systems and Planning	
STC 525	Financial Communications and Business	
STC 531	Graduate Internship in Public Relations	
STC 602	Public Relations Research Thesis	
STC 606	Independent Study	

Free elective

Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser	3
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Total Credits	30
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¹ Students pursuing the Social Media Track must complete three social media electives such as ICM 513; ICM 522; ICM 524; ICM 528; ICM 529, etc. (graduate director approval required).

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Information Fluency and Analysis:** 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.
2. **Critical and Creative Thinking:** 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.
3. **Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
4. **Social Intelligence:** 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.
5. **Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

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 Bachelor's/Master's in Sports Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's 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. 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 the dual-degree program are available through the School of Communications.

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.

Students are challenged to develop story ideas through reasoning and observation, to wisely conduct interviews, to write thoughtful stories, to learn the technical skills to acquire and edit video and audio, as well as

the behind-the-scenes work that goes into producing shows. 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 are 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 writers for broadcast news and websites.

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 have access to the People's United Center for the coverage of games and interviews.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/master's program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) program complete up to 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

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.

Sample Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
JRN Required Course		3
Spring Semester		
JRN Required Course		3
Graduate Study (Fifth Year)		
Fall Semester		
JRN Required Courses		12
Spring Semester		
JRN Required Courses		12
Summer Semester		
JRN 601	Capstone Project	3
JRN Elective		3
Total Credits		36

Program of Study

Code	Title	Credits
Required Courses		
JRN 504	Digital Essentials	3
JRN 524	TV 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 574	Crafting the Sports Feature	3
JRN 589	Critical Issues in Sports	3
JRN 595	Sports Clinical	3
JRN 601	Capstone Project	3
Elective Course		
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.		3
Total Credits		36

- two letters of reference (one from a professor in the student's major)
- a personal statement

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

1. **Understand** professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
2. **Analyze** information based on sports journalistic practices of research, interviews and observation.
3. **Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
4. **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

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

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, Instructional Design	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu
Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@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. 381)BA/MAT or BS/MAT in Elementary Education (p. 381) (4+1) (p. 381)
- Dual-Degree (p. 383)BA/MAT or BS/MAT in Secondary Education (p. 383) (4+1) (p. 383)
- Graduate MAT Degree in Elementary Education (p. 413)
- Graduate MAT Degree in Secondary Education (p. 411)

Master of Science

- MS in Instructional Design (p. 414) (online-only program)
- MS in Special Education (p. 416) (online-only program)

Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 418)

Certificate

- Certificate in Social and Emotional Learning and School Climate (p. 410)
- Special Education Certificate of Completion (p. 420)
- Online Course Design Certificate (p. 418)

Certificate in Social and Emotional Learning and School Climate

The foundation for student success is the environment in which they learn. Students must feel physically and emotionally safe in the classroom and feel supported by their teacher and classmates. In light of numerous issues with bullying and violence in schools, this online certificate program addresses the pressing need in K-12 institutions to address the social and emotional needs of students and teachers through systematic changes to school climate.

The first program of its kind in the state, this program provides a unique focus on the ways that culturally responsive practices, school equity, and diversity and inclusion can better inform SEL frameworks with the whole child in mind. Our certificate draws on cross-disciplinary research to prepare teachers, administrators, and other key school personnel with the knowledge and skills needed to ensure lasting structural changes to positively affect school climate. Coursework builds on itself and culminates in a hands-on capstone project, in which you will address an applied problem of practice within your respective school environment.

This graduate certificate program prepares you to facilitate the academic achievement of students, enhance the collaborative and supportive work environment of teachers, and build strong relationships with the families and communities that you serve. Coursework critically examines the foundations of social and emotional learning and builds into a self-defined capstone project that provides you the opportunity to implement and evaluate an action-research plan within your school.

Certificate in Social and Emotional Learning and School Climate Program of Study

Code	Title	Credits
SEL 600	Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/ Orientation	1
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3
SEL 603	Transforming Instruction with SEL Insights	3
SEL 604	Leadership for SEL School Communities	3
SEL 605	SEL Capstone Planning Project	1
SEL 606	Capstone Implementation Project	1
Total Credits		15

Admission Requirements

Applications for the Certificate in Social and Emotional Learning and School Climate online graduate program are requested by May 8 for enrollment beginning in late July. To qualify for admission to the certificate program, applicants must have a bachelor's degree in education or a related field from an accredited institution with a minimum

GPA of 3.0. Candidates also must be employed in a school-based or educational setting.

Applicants must submit:

1. completed application form
2. resume
3. letter of intent
4. official transcripts of all undergraduate and graduate work completed

Graduate MAT Degree in Secondary Education

Program Contact: Christina Pavlak
(christina.pavlak@qu.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 coursework 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 Secondary English	
ED 505	Methods II: Teaching Secondary History/Social Studies	

ED 506	Methods II: Teaching Secondary Mathematics	
ED 507	Methods II: Teaching a Secondary World Language	
Complete three graduate content discipline courses		12
Total Credits		58

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

1. **Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
2. **Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
3. **Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
4. **Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
5. **Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
6. **Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
8. **Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
9. **Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
10. **Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

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 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
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@qu.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 coursework 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 coursework 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

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

1. **Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.

2. **Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
3. **Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
4. **Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
5. **Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
6. **Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
8. **Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
9. **Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
10. **Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

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 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
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. Elective courses allow 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 coursework, 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 12 credits (four 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, and creating accessible materials for individuals with diverse learning needs).

Capstone Experience

The required 3-credit (one course) capstone experience includes:

Career Exploration, including preparation of the resume and portfolio. Throughout their coursework, 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
Required Foundation Courses		
Theoretical Foundations of Education:		
IDN 525	Foundations of Instructional Design	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 12 credits of the following:		12
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)	
IDN 537	Designing and Utilizing Assistive Learning Technologies	
Capstone Experience		
IDN 550	Capstone Experience	3
Total Credits		30

Student Learning Outcomes

Upon completion of the Instructional Design program, students will demonstrate the following competencies:

1. **Communication:** Communicate effectively in visual, oral and written form, taking into account the type of information being delivered

and the diverse backgrounds, roles and varied responsibilities of the audience.

2. **Collaboration:** Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills, and constructive feedback.
3. **Research and Theory:** Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
4. **Ethical Issues:** Identify and respond to ethical, legal and political implications of design in the workplace.
5. **Technology:** Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
6. **Planning and Analysis:** Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
7. **Design:** Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
8. **Development:** Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
9. **Implementation:** Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
10. **Assessment:** Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

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 (judith.falaro@qu.edu), JD, 203-582-8868

The School of Education offers two tracks in the Master of Science in Special Education program. 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 in a related field who is interested in earning a Master of Science 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, and 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 who already have 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 (36 credits) 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 (30 credits) will complete a similar course of study.

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	4
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 ¹	3
SPED 575	Working with Gifted and Talented Students	4
SPED 576	Designing and Utilizing Assistive Learning Technologies	3

SPED 576	Designing and Utilizing Assistive Learning Technologies	3
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¹ Both SPED 579 and SPED 580 are required for candidates seeking a cross-endorsement in Connecticut #165 Comprehensive Special Education K-12.

Student Learning Outcomes

Upon completion of the Master of Science in Special Education, graduates will understand and be able to:

1. **Demonstrate a working knowledge** of federal and state laws and guidelines that govern eligibility, protections and services for students with special needs.
2. **Administer, score and interpret** a wide range of criterion-referenced, norm-referenced and curriculum-based measurements.
3. **Utilize Scientifically-Based Research Interventions** (SBRI) to identify the presence of specific learning disabilities in school-age children.
4. **Collaborate with other professionals** in related services to provide the supports necessary for students with special needs to access the curriculum in inclusive settings with their non-disabled peers wherever possible.
5. **Assume leadership positions** in Planning and Placement Team (PPT) meetings by advocating for the social, emotional and academic needs of students in order to design an appropriate Individual Education Program (or IEP) for each identified student.
6. **Identify and apply** interventions and strategies to meet the unique educational needs of exceptional learners and their families, including but not limited to preparing young adults to self-advocate and develop the life skills necessary for independent living as they transition into adulthood and their respective careers.

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	4
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 575	Working with Gifted and Talented Students	4
SPED 572	Educating Young Children with Special Needs	3
SPED 581	Research in Special Education	3

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

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 coursework 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 two 3-credit practicums, each in a different area of special education.

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 will have 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.

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. Students may substitute other IDN courses with permission of the program director.

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. Students with particular interests or goals may petition to customize the course sequence or take more than three courses.

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
Required Courses		
IDN 525	Foundations of Instructional Design	3
IDN 529	Educational Media Design Lab	3
IDN 532	Design and Development of Online Learning	3
Total Credits		9

Students may substitute other IDN courses with permission of the program director.

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 in person, by phone or online as appropriate.

Sixth-Year Diploma in Educational Leadership

Program Contact: Anne Dichele
(anne.dichele@qu.edu), Dean 203-582-3463

Quinnipiac University's Sixth-Year Diploma in Educational Leadership prepares graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes an educational leader as three-dimensional, and that successful educational leaders must be teachers and learners as well as leaders. Graduates of the Sixth-Year Diploma in Educational Leadership program develop a deeper understanding of the teaching and learning process through a lens of equity, a fuller understanding of diverse learners through a lens of cultural relevance, and a stance of advocacy as leaders, who influence the culture of their schools in ways that support best practices in teaching and learning. Addressing the challenges of contemporary school leadership while supporting school change toward a more inclusive and equitable model is at the forefront of all we do.

General Information

The Sixth-Year Diploma in Educational Leadership program is an online post-master's credential which is provided in an asynchronous delivery model. The program prepares graduates 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 required 21 credits of the 33-credit program and pass the Connecticut Administrator Test (#6412) are able to obtain initial certification by the Connecticut State Department of Education certification for Intermediate Administrator/Supervisor (092). (Completion of the full degree program is required for the professional level license.)

While 21 credits are proscribed for certification (see course outline) the remaining 12 credits to complete the degree allow candidates to choose areas of interest or desired expertise. Courses in Ed Law, Finance, Program Evaluation and Conflict Resolution are offered. Additionally, candidates are allowed to enroll in courses offered in other QU graduate programs within the School of Education by permission of their adviser. Courses offered within the Social & Emotional Learning Certificate,

Special Education Master's and Instructional Design Master's programs are all possible with permission.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract and NCATE, the National Council for Accreditation of Teacher 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.

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 National Educational Leadership Preparation (NELP) standards, which arose from 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 NELP 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
Required Courses		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program for Equitable Outcomes	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Administrative Internship in Educational Leadership	3
EDL 700	Connecticut Administrators Test	
Choose 12 credits from the following		
EDL 609	Educational Program Evaluation	3
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
EDL 615	Conflict Resolution and Transformational Leadership	3
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3
SEL 603	Transforming Instruction with SEL Insights	3

SEL 604	Leadership for SEL School Communities	3
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Total 33 credits

Student Learning Outcomes

Upon completion of the Sixth-Year Diploma in Educational Leadership, candidates will be able to demonstrate and sustain the following competencies:

- Vision, Mission and Goals:** Guide the development and implementation of a shared vision and mission of high quality and equitable education that is shared and supported by all stakeholders.
- Ethics and Professional Norms:** Model the leadership and ethical behaviors that promote equity and social justice.
- Culture and Relationship Building:** Advocate, nurture and sustain a school culture and climate that supports educators and meets the needs of diverse learners by guiding academic, social, developmental and emotional needs.
- Managing Organizational Systems and Safety:** Ensure school management, operation and resources to promote a safe, efficient and effective learning environment.
- Teaching and Learning:** Monitor and continuously improve teaching and learning by providing instructional programs conducive to student learning and staff professional development.
- Collaborating with Families and Stakeholders:** Promote and sustain collaboration with families and other stakeholders to respond to diverse communities, interests and needs, and to mobilize community resources.
- Change Agent:** Understand, advocate and respond to the change process to influence the political, social, economic, legal and cultural context affecting education.
- Systems Thinking:** Align the school improvement plan with the district theory of action drivers for coherence, efficacy and building capacity.

Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:

- A master's degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
- Evidence of four years of full-time teaching experience in a PK–12 setting;
- Completion of at least 36 hours (equivalent to 3 credits), of a special education course¹;
- A record of excellent teaching as evidenced by recommendations of supervisors;
- Satisfactory writing skills as evidenced by a written essay; and
- Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

¹ 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 (#6412).

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: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192 or Judith 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 under Curriculum (p. 420). Current certified teachers interested in the Special Education Certificate of Completion online program should contact Graduate Admissions.

For internal candidates for the certificate, the 12 credits required for the Special Education Certificate of Completion are earned through three 4-credit online courses offered during the Fall, J-term, Spring and Summer.

MAT program candidates interested in the Special Education Certificate of Completion should notify the program contact, Christina Pavlak (christina.pavlak@qu.edu) or Judith Falaro (judith.falaro@qu.edu), by February of their junior year (or the start of the first semester for candidates in the five-semester MAT program).

Special Education Certificate of Completion Program of Study

Code	Title	Credits
Required Courses		
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
Total Credits		12

SCHOOL OF ENGINEERING

Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Interim Dean	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Director of Career Development	John Bau	203-582-7434	john.bau@qu.edu
Director of Operations and Technology	Richard G. Brownell	203-582-3653	richard.brownell@qu.edu

Programs

Program	Name	Phone	Email
Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu
Dual Degree Program - BA/MS in Computer Science and Cybersecurity	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu

Master of Science

- Cybersecurity (p. 421)

Dual-Degree Program

- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 303) (4+1)

Master of Science in Cybersecurity

Program Contact: Frederick Scholl (frederick.scholl@qu.edu)
203-582-7394

The Master of Science in Cybersecurity program is a fully online program within the School of Engineering. It is a technical degree program designed to prepare a wide range of students to operate as cyber defenders for present-day and future information systems and networks.

The 30-credit Master of Science in Cybersecurity includes up-to-date security knowledge and skills in demand in today's workplace. These include principles of risk management, software security, cloud security and resilient systems. Both security theory and hands-on skills are developed, utilizing current security tools in cloud and on-ground environments. The coursework also embodies the knowledge units set forth by the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE). Degree coursework culminates with a capstone project that challenges students to examine the architecture of a complex system, identify vulnerabilities and determine the specific security defenses 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 take any of the 1-credit courses, subject to program director approval. Any course taken will count as a stackable credential.

Master of Science in Cybersecurity Program of Study

The following courses are core requirements of the Cybersecurity program:

Code	Title	Credits
Core Requirements		
CYB 501	Foundations of Cyber Security	1
CYB 502	Introduction to Cyber Threats	1
CYB 503	Introduction to Cyber Defense	1
CYB 506	Introduction to Programming for Security Professionals	1
CYB 509	Operating Systems Security	1
CYB 517	Introduction to Cryptography	1
CYB 524	Relational Database Security	1
CYB 526	Non-Relational Database Security	1
CYB 540	Introduction to Secure Networking	1
CYB 550	Cyber Policy	3
CYB 660	Programming for Security Analytics	1
CYB 661	Programming for Security Automation	1
CYB 662	Secure Web Applications Design	1
CYB 663	Secure Web Applications Engineering	1
CYB 664	Web Applications Security Testing	1
CYB 665	Workforce Access Security	1
CYB 667	B2C Access Security	1
CYB 669	B2B Access Security	1
CYB 670	IoT Security	1
CYB 680	Introduction to Cloud Security	1
CYB 681	Securing Workloads in AWS	1
CYB 682	Securing Workloads in Azure	1
CYB 683	Resilient System Design and Development	1
CYB 684	Resilient System Testing	1
CYB 685	Operating Resilient Systems	1
CYB 691	MS Cybersecurity Capstone	3
Total Credits		30

Student Learning Outcomes

The mission of the MS in Cybersecurity program is to equip students to succeed as effective cyber defenders in a rapidly changing business and technology environment. Specific objectives include:

1. **Train** students to be able to apply risk management concepts to cybersecurity challenges.
2. **Enable** students to use and evaluate software to manage cybersecurity risk.
3. **Create** the next generation of cloud native security professionals.
4. **Enable** students to design, build and operate resilient systems that meet business objectives.

Admission

To qualify for admission into the MS Cybersecurity program, a student must have completed a bachelor's degree from a regionally accredited institution and meet *one of the following criteria*:

1. Have an undergraduate degree in computer engineering, software engineering or computer science; OR
2. Have an undergraduate degree in another area with applicable coursework or certificates in network technology, database management and programming; OR
3. Have at least 2 years of applicable work experience or military service including experience with network technology, database management and programming; OR
4. Receive approval from the program director

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.

Academic and Clinical Software Package Cost

Students enrolled in certain undergraduate and graduate programs in the School of Health Sciences are required to pay for access to EXXAT, a clinical and academic software package. The cost for EXXAT is a one-time charge of \$150 (subject to change) that permits access to the software for the duration of the student's enrollment in their current major. Students in undergraduate and graduate programs that require clinical / fieldwork experiences will be required to pay for access to a documentation approval system through EXXAT. Specific information regarding documentation approval will be provided by individual programs.

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. 75).

Admission

Students who have a bachelor's degree in the biological, medical or health sciences are eligible for admission to the Master of Health Science 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. 374) 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>) 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. 424)
- Cardiovascular Perfusion (p. 428)
- Biomedical Sciences (p. 425) with concentrations in:
 - Medical Sciences
 - Microbiology
- Pathologists' Assistant (p. 445)
- Physician Assistant (p. 448)
- Radiologist Assistant (p. 452)

Master of Social Work

- Master of Social Work (p. 439)

Doctoral Degrees

- Entry-Level Professional Doctor of Occupational Therapy (OTD) (p. 435)
- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 443)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 344)

Certificate Programs

- Online Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442) (Post-Professional)

Advanced Medical Imaging and Leadership

Program Contact: Paula Demaio (paula.demaio@qu.edu)203-582-3674

The MHS in Advanced Medical Imaging and Leadership at Quinnipiac University is an interprofessional program. The integrated curriculum features core business discipline courses, guided health management courses and advanced imaging modalities in three distinct pathways: magnetic resonance imaging (MRI), computed tomography (CT) and women’s imaging (WI). Graduates of the MHS-AMIL program are prepared to become advanced imaging professionals possessing the foundational education necessary for future entry-level leadership and managerial roles within their respective radiology health care organization.

MHS in Advanced Medical Imaging and Leadership Curriculum

Computed Tomography

Course	Title	Credits
First Year		
Summer Semester		
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	Authentic Leadership within Organizations	3
Credits		14
Fall Semester		
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
MBA 640	Financial Decision Making	3
Credits		12
Spring Semester		
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
First Year		
Summer Semester		
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	Authentic Leadership within Organizations	3
Credits		14
Fall Semester		
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
MBA 640	Financial Decision Making	3
Credits		16

Spring Semester		
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
First Year		
Summer Semester		
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	Authentic Leadership within Organizations	3
Credits		13
Fall Semester		
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
MBA 640	Financial Decision Making	3
Credits		15
Spring Semester		
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

Student Learning Outcomes

Upon completion of the Advanced Medical Imaging and Leadership Program, students will demonstrate the following competencies:

Goal: Students will be clinically competent.

1. **Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
2. **Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all AMIL coursework.

Goal: Students will demonstrate effective communication skills.

1. **Effective Communication:** Execute interpersonal communication with patients.
2. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas in a formal manner.

Goal: Students will demonstrate critical thinking.

1. **Critical Decision Making:** Demonstrate their ability to navigate typical and atypical clinical scenarios while performing non-routine and routine procedures.
2. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: Students will grow and develop as professionals.

1. **Professionalism:** Conduct themselves professionally and understand and apply ethical decision making.
2. **Professional Research:** Create a culminating capstone project.

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. 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
- 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
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 ¹		15-16
Three areas of specialization electives ¹		9-12
Open electives		0-3
Total Credits		35-38

¹ 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.

Code	Title	Credits
Comprehensive Exam		2
Core courses in area of specialization ¹		15-16
Three areas of specialization electives ¹		9-12
Open electives ¹		9-12
Total Credits		38-41

¹ 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

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 532	Histology and Lab	4
Specialization Electives		
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 and Lab	4
BMS 535	Histochemistry and Lab	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

Code	Title	Credits
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Core Courses

BMS 502	Research Methods	4
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4

Specialization Electives

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
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Open Electives

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 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 and Lab	4
BMS 535	Histochemistry and Lab	3
BMS 552	Toxicology	3
BMS 556	Seminar in Health Care Disparities	1

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 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
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 681	Research Methods in Biomedical Sciences I	1-4
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 535	Disease Mechanisms	4

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

1. **Scientific Knowledge:** Demonstrate an advanced understanding of translational science in biomedical and microbiological topics.
2. **Translational Science:** Critically analyze scientific literature and develop critical-thinking skills necessary to implement evidence-based translational research.
3. **Effective Scientist:** Engage in the scientific process including research ethics, experimental design and data collection and analysis.
4. **Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

Mission Statement

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.

To be considered for admission into the biomedical sciences program, applicants must meet the following requirements:

- Bachelor's degree in the biological, medical or health sciences 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) if the applicant is from a non-English speaking country.
- A minimum undergraduate GPA of 2.75, 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.
- Two letters of reference detailing the applicant's academic and interpersonal strengths.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements (p. 374) 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 (519 West Ridge Road Littleton, CO 80120) office@ac-pe.org (<http://catalog.qu.edu/graduate-studies/health-sciences/cardiovascular-perfusion-mhs/office@ac-pe.org>) under the Commission on Accreditation of Allied Health Education Programs. caahep.org (<https://www.caahep.org>)

MHS in Cardiovascular Perfusion Curriculum

Course	Title	Credits
First Year		
Fall Semester		
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
Spring Semester		
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 526	Mechanical Circulatory Support	4
PR 528	Congenital Defects and Clinical Practice	2
Credits		16
Second Year		
Summer Semester		
Hospital-based clinical training session:		
PR 600	Clinical Practicum I	5
PR 520	Research Methods in Cardiovascular Perfusion	2
Credits		7
Fall Semester		
PR 602	Clinical Practicum II	5
PR 522	Research Methods in CV Perfusion II	2
Credits		7
Spring Semester		
PR 604	Clinical Practicum III	5
PR 514	Special Topics in Cardiovascular Perfusion	2
Credits		7
Total Credits		51

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.

Student Learning Outcomes

Upon completion of the cardiovascular perfusion program, students will demonstrate the following competencies:

1. **Foundational knowledge:** Demonstrate an advanced understanding of the basic sciences as they pertain to the treatment of disease states in cardiopulmonary pathology.
2. **Critical decision making:** Acquire the concepts and skills necessary to effectively apply technology, equipment and techniques to achieve extracorporeal life support of critically ill patients.
3. **Professional skills:** Master the skillful application of mechanical cardiac assist devices in patients with failing heart and lungs of all age groups: neonatal, pediatric and adult.
4. **Interprofessional education:** Collaborate with colleagues and other health care professionals in providing quality patient care.
5. **Professionalism and effective scientist:** Apply research methods to constantly assess and improve practices, with the goal of enhancing patient safety and outcomes.

Mission Statement

The mission of the Master of Health Science in Cardiovascular Perfusion program is to:

1. Provide excellent education in both the didactic and clinical learning environment;
2. Provide research opportunities that contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and
3. Foster a sense of commitment to continuing education and professional development.

This mission is consistent with the mission of Quinnipiac University, which is to provide a supportive and stimulating environment for the intellectual and personal growth of undergraduate, graduate and continuing education students.

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 general biology (with labs)
- two semesters of anatomy and physiology (with labs)
- two semesters of general chemistry (with labs)
- one semester of biochemistry or cell physiology
- one semester of physics (with lab)
- one semester of microbiology (with lab)
- one semester (2 or 3 credits) of medical terminology
- one semester of college algebra, calculus or biostatistics

- certification in Basic Life Support from the American Heart Association

Prerequisites should be completed within 10 years of application. 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 direct patient care.

Applications can be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements, and three letters of recommendation must accompany the student's application.

All applications, transcripts, reference letters and supporting materials must be submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified candidates.

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.

Additional Program Costs

As a clinical education program, the Cardiovascular Perfusion program requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation, housing). **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 duration of the program. **Costs – variable (please check with your insurance carrier)**

3. **Background Check:** All students must undergo an initial background check prior to the start of any clinical/fieldwork experience.
 - a. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Students will be required to do an annual recheck one year after the initial background recheck. **Cost - \$32 per annual recheck**
4. **Drug Screening:** Students are required to complete an annual 14-panel drug screening test. **Cost - \$42.25**
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. **EXXAT and APPROVE:** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. **EXXAT** is the clinical tracking and assessment program used by the School of Health Sciences. **Cost - one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - b. **APPROVE** is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost \$35 for first year, \$10 per year thereafter.**
7. **Professional Association Membership:** Students are required to join and maintain membership in both the American Academy of Cardiovascular Perfusion and the American Society of Extracorporeal Technology. **Cost \$25 annually for AACVP; \$15 one-time fee for AmSECT.**

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: Tracy Wall (tracy.wall@qu.edu) 203-582-8212 or Ken Kosior (Ken.Kosior@quinnipiac.edu) 203-582-3931

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 21st-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 Lab. 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 cumulative practical examinations. 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 that allow students to grow intellectually and professionally.

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. The program provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.

Plan of Study

Doctor of Physical Therapy (DPT degree) for Direct-Entry HSS-DPT, AT-DPT and Internal Transfer Students

A total of 112 credits is required for completion of the DPT.

Course	Title	Credits
First Year		
Fall Semester		
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 518	Functional Neuroanatomy	3
PT 519	Professional Issues in Physical Therapy I	2
PT 569	Education/Community Health/Wellness	2
Credits		16
Spring Semester		
PT 504L	Physical Therapy Process II Lab	4
PT 507 & 507L	Kinesiology II and Kinesiology II Lab	3
PT 509	Clinical Decision Making I	2
PT 513 & 513L	Human Anatomy II and Human Anatomy II Lab	3
PT 528 & 528L	Musculoskeletal I and Musculoskeletal I Lab	4
PT 548L	Physical Agents Lab	1
Credits		17
Summer Semester		
PT 516	Clinical Decision Making II	1
PT 517	Clinical Education Seminar	1
PT 520	Pathophysiology I	3
PT 523	Applied Pharmacology I	1
PT 529 & 529L	Musculoskeletal II and Musculoskeletal II Lab	4
PT 531 & 531L	Acute Care and Cardiopulmonary Physical Therapy I and Acute Care Cardiopulmonary Lab I	4

PT 675	Normal/Abnormal Gait	1
Credits		15
Second Year		
Fall Semester		
PT 657	Imaging for Physical Therapists	2
PT 671	Clinical Education I	4
PT 685	Evidence in Practice	2
Credits		8
Spring Semester		
PT 626	Pathophysiology II	3
PT 627	Applied Pharmacology II	1
PT 628 & 628L	Acute Care and Cardiopulmonary II and Acute Care and Cardiopulmonary II Lab	3
PT 653 & 653L	Neurorehabilitation I and Neurorehabilitation I Lab	4
PT 658	Differential Diagnosis	3
PT 666	Capstone I	2
Credits		16
Summer Semester		
PT 652	Professional Issues in Physical Therapy II	1
PT 654 & 654L	Neurorehabilitation II and Neurorehabilitation II Lab	4
PT 661	Administration and Leadership in Physical Therapy	3
PT 668	Psychosocial Aspects of Physical Disability	2
PT 676	Capstone II	1
PT 679	Clinical Decision Making III	2
Credits		13
Third Year		
Fall Semester		
PT 730 & 730L	Musculoskeletal III and Musculoskeletal III Lab	3
PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
PT 744 & 744	Physical Therapy Skills Elective and Physical Therapy Skills Elective (complete 2 sections)	4
PT 769	Advanced Clinical Decision Making	2
PT 767	Capstone III	2
Credits		15
Spring Semester		
PT 781	Clinical Internship II	6
Credits		6
Summer Semester		
PT 782	Clinical Internship III	6
Credits		6
Total Credits		112

*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.

Student Learning Outcomes

Upon completion of the Physical Therapy program, students will demonstrate the following competencies:

Students will become lifelong learners through reflective practice.

1. **Self-directed learner:** develop, implement and evaluate one's own approach to learning through various educational experiences.

2. **Social responsibility:** employ an ethical framework guiding the professional duty to act for the benefit of society at large.

Students will provide proficient patient-centered care.

1. **Professionalism:** be accountable for one's physical therapy judgments, actions and omissions as related to standards of the profession.

2. **Clinical competence:** skillfully manage patients in an efficient, safe and effective manner with an ability to seek help accordingly.

3. **Clinical decision making:** using a framework of thinking to analyze and interpret health care information from multiple sources to justify clinical judgments.

4. **Interprofessional health care:** use a framework of understanding of the roles and shared values of various health professionals to facilitate interprofessional communication and teamwork.

Students will demonstrate innovative thinking.

1. **Creative thinking:** devise imaginative or original solutions in the context of patient care to address health within the scope of practice.

2. **Evidence informed decision making:** critically appraise and integrate evidence to generate sound clinical judgments.

Mission Statement

The department of physical therapy at Quinnipiac University provides an innovative, student-oriented environment to prepare students who can meet the evolving health needs of society. The program is dedicated to developing lifelong learners who will enhance the profession through a commitment to reflective practice, interprofessional collaboration, leadership and socially responsible action. The educational experience embodies the core values of both the university and APTA. Students provide patient-centered care using evidence-informed practice to optimize movement and positively transform society.

Graduate Admissions Policy

The DPT program is an early assurance program. Admission to the DPT program is achieved primarily through an undergraduate program in Health Science Studies or via a combined degree with Athletic Training. Please see Entry-Level DPT (p. 343) for information concerning admission to the program and course of undergraduate study.

In the event there are seats available in the DPT program, internal candidates within Quinnipiac University and external candidates are invited to submit applications using the following admissions policies and procedures. The policies were updated to create a clear pathway for both internal and external candidates to apply to the program when there are available seats.

Internal and External Applicants

The Quinnipiac Physical Therapy Department invites undergraduate students to apply to the graduate DPT program on a space-available basis.

Application Eligibility: Applications will be accepted from students who have successfully completed all of the program requirements and/or are within 32 or fewer credits from undergraduate degree completion. All prerequisite courses and requirements are posted on the DPT program website.

Application Deadlines: Both internal and external students can apply through the Quinnipiac University Office of Graduate Admissions. Internal candidates can apply by September 15 and external candidates can apply by October 15.

Admission Requirements

- Successful completion of a Bachelor of Science from Quinnipiac University or an accredited institution and/or are within 32 or fewer credits from completing an undergraduate degree
- Transcripts: Official transcripts from all institutions attended
- GPA: 3.2 overall GPA and 3.2 prerequisite GPA with no prerequisite course grade below a "C." Applicants may retake a maximum of two courses one time each for a grade replacement.
- Letters of recommendation: Two letters of recommendation (one from a past employer/personal reference, one from an academic source who can attest to the applicant's academic performance)
- Response to one essay question – "Why do you want to be a physical therapist?"
- Health care experiences: Documentation of 60 contact hours of health care experiences, either volunteer or paid. At least 20 of these hours *must* be in two different physical therapy practice settings (e.g., hospital, nursing home, rehabilitation agency, outpatient department, private practice, etc.)

Additional Program Costs

Background Check: All students must undergo an initial background check prior to **matriculation to the graduate curriculum (due one week prior to graduate program orientation)**.

1. Initial background check **cost is \$63** for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the past 7 years due to New York state surcharge.
2. Students must review the criminal background check policy in the University Catalog: <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.qu.edu%2FUniversity-policies%2Fbackground-checks%2F&data=04%7C01%7CSarah.Ferrero%40quinnipiac.edu%7Caf7e8651fc1c4a59213a08d8f85b6575%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637532418709375941%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWw%7C1000&sdata=cNLQph7Zoygv2DarXwQJyypJBfYVxbrwOf45WnP%2B6Cs%3D&reserved=0>
3. Students may be required to repeat background checks depending on the requirements of the clinical sites to which they are assigned. If within one year of prior check, the cost of a recheck is \$32; if more than a year has passed, a new background check must be obtained at the cost of an initial check.
4. **Drug Screening:** Students may be required to obtain one or more drug screen as required by the clinical sites to which they are assigned. **Cost: \$42.25.** Students must review the drug screen

policy in the University Catalog: <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.qu.edu%2FUniversity-drug-screen-policy%2F&data=04%7C01%7CSarah.Ferrero%40quinnipiac.edu%7Caf7e8651fc1c4a59213a08d8f85b6575%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637532418709375941%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWw%7C1000&sdata=URaG1Onzn3AcXIOtRFK24%2BYoUbfmJ%2BbEEsZJYsLGT%2BY%3D&reserved=0>

- a. (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.qu.edu%2FUniversity-drug-screen-policy%2F&data=04%7C01%7CSarah.Ferrero%40quinnipiac.edu%7Caf7e8651fc1c4a59213a08d8f85b6575%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C637532418709375941%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWw%7C1000&sdata=URaG1Onzn3AcXIOtRFK24%2BYoUbfmJ%2BbEEsZJYsLGT%2BY%3D&reserved=0>) **EXXAT** is a platform utilized by programs within the School of Health Sciences. Students enrolled in the physical therapy programs must enroll in STEPS and APPROVE.
- b. **STEPS** is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time out-of-pocket expense of \$150 per student.**
- c. **APPROVE** is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter.**

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. For continuation in the program, all students must successfully complete all didactic and clinical coursework in the sequence identified.

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.

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.

Technical Standards and Essential Requirements

Introduction

Professional education requires that the accumulation of knowledge be accompanied by the simultaneous acquisition of skills, professional attributes and behaviors. Professional school faculty members have a societal responsibility to matriculate and graduate the best possible health care professionals. Therefore, admission to the School of Health Sciences Department of Physical Therapy (DPT) is offered to those who present the highest qualifications for the study and practice of physical therapy. The technical standards presented below are prerequisite for admission to, progression in, and graduation from the school and department. Successful completion of all courses in the DPT curriculum is required to develop the essential knowledge, skills and professional attributes of a competent physical therapist.

Graduates of the School of Health Sciences Department of Physical Therapy must have the knowledge and skill to function in a broad variety of clinical environments and to render a wide spectrum of patient care. The Department of Physical Therapy acknowledges Section 504 of the Vocational Rehabilitation Act of 1973 and PL 101-336 of the Americans with Disabilities Act (ADA), but asserts that certain minimum technical standards must be present in prospective candidates for admission, progression and graduation.

Commitment to Seeking Reasonable Accommodations

Physical Therapy education requires not only the accumulation of scientific knowledge but the acquisition of skills, professional attributes and behaviors. Technical standards and Essential Requirements presented in this document are prerequisite, nonacademic requirements for admission, progression and graduation from the Quinnipiac University DPT program. Definitions of technical standards are required for the accreditation of this program by Commission on Accreditation in Physical Therapy Education (CAPTE). All required courses in the curriculum are designed to develop the essential functions necessary to become a competent physical therapist.

The Quinnipiac University DPT program is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities. The Department of Physical Therapy strives to provide reasonable accommodations for qualified individuals with disabilities who apply for admission and are enrolled as physical therapy students. Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate's existing or acquired disability(ies) interfere with patient or peer safety, or otherwise impede his/her ability to complete the Quinnipiac University DPT educational program and advance to graduation, the candidate may be denied admission or progression, or may be separated, or dismissed from the program.

Technical Standards and Essential Requirements

Cognitive/Reasoning Skills: Students must possess a range of cognitive and reasoning skills that allows them to master the broad and complex body of knowledge that comprises a physical therapy curriculum. Students must have the ability to follow course syllabi, assignments/exams, practicals and any other action plans developed by the faculty/program. They must exhibit the ability to develop problem-solving skills, and to make clinical decisions rapidly, under pressure, to set priorities and improvise in a timely manner consistent with professional practice. This includes the ability to analyze, integrate and synthesize objective and subjective data to make timely decisions that reflect consistent and thoughtful deliberation within best practice standards. Students

must be able to demonstrate the ability to perform these cognitive skills efficiently, with flexibility, and while using appropriate clinical reasoning that is inherent to the needs in the clinical environment.

Examples of specific **cognitive/reasoning skills** include but are not limited to:

- Measure, calculate, reason, analyze and synthesize data related to patient examination, diagnosis and treatment of patients.
- Demonstrate sound judgement in patient assessment, diagnostic and therapeutic planning.
- Exercise proper awareness and complete responsibilities in a timely and accurate manner.
- Synthesize information, problem-solve and think critically to decide the most appropriate theory or assessment strategy.
- Identify and communicate when help is needed and make proper decisions regarding when a task should or should not be carried out alone.
- Interpret graphs and spatial relationships.

Communication Skills: Students must be able to communicate effectively and sensitively with patients and families as well as with faculty, preceptors, peers and members of the health care team within learning experiences. Effective communication includes verbal and non-verbal interactions, such as the interpretation of facial expressions, affect and body language. The student also must be able to receive, interpret and send written communications in a timely manner consistent with contemporary practice. Fluency in the English language is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communication aide may be appropriate. These intermediary functions only as an information conduit and does not serve in any interpretive capacity.

Examples of specific required **communication skills** include but are not limited to:

- Competence in writing, understanding, interpreting and speaking the English language.
- Efficient, effective, accurate and timely communication using a range of communication media as appropriate to the purpose and audience.
- Use of communication and sensory skills to convey information.
- Use of communication and sensory skills to accurately elicit information including a patient history and other information necessary to effectively evaluate a client or patient's condition.
- Accurate perception of nonverbal information and cues in interpersonal encounters.

Motor Skills: Students must possess sufficient fine and gross motor skills necessary such that they are able to obtain adequate information from a physical therapy exam and provide effective interventions to patients of all ages, sizes and gender. The student must demonstrate the physical ability to sufficiently move a patient and self around varying work environments, on various surfaces, and to and from different levels. Students must possess adequate motor ability to respond efficiently and effectively in emergency situations.

Examples of specific **motor skills** include but are not limited to:

- Use of a keyboard or equivalent device to record patient information.
- Assist a patient with safe floor <-> stand transfers.

- Enter small areas (e.g., bathroom, car) and assist patients with safe transfers.
- Provide manual resistance sufficient for a maximal manual muscle test of a large muscle group.
- Manage and manipulate limbs of all sizes to accurately assess joint mobility.
- Adapt manual inputs/contacts based on patient effort.
- Use of surgical instruments for activities such as anatomy dissections and wound debridement.
- Assist in performing a multi-person safe transfer of obese patients.
- Access transportation to and from clinical and didactic sites.
- Assume and maintain a variety of body postures (e.g., sitting, standing, walking, bending, squatting, kneeling, stair climbing, reaching forward or overhead, turning, moving the trunk and neck in all directions) to adequately perform patient examination and interventions.
- Balance self and provide support/balance to patients and equipment on a variety of surfaces including level and uneven ground, ramps, curbs and stairs.
- Maintain sufficient endurance to effectively manage patient care, for a minimum of 35 hours per week.

Observation: Observation requires the functional use of vision, hearing and somatic senses. Observation allows students to gather data to efficiently and effectively respond to patients and families as well as with faculty, preceptors and all members of the health care team and other learning experiences. Students must be able to observe lectures, laboratory demonstrations, in-class demonstrations and patients in the classroom and clinic.

Students must maintain sufficient **observation** skills to perform various parts of a physical therapy examination and interventions, including but not limited to:

- Palpation of peripheral pulses, bony landmarks and ligamentous structures.
- Visual and tactile evaluation of areas for inflammation or edema.
- Use of a stethoscope, sphygmomanometer and goniometer.
- Detect muscle activity sufficient to distinguish trace contractions.
- Hear medical alarms or patient vocalizations in case of an emergent situation.
- Monitor physiologic changes in patient status to adjust or discontinue treatment.
- Visually examine patient movement patterns and non-verbal expressions in order to adjust treatment.
- Assess environmental safety.
- Examine skin integrity and wounds.

Professional Ethics and Values: Students must be able to relate to patients, families and colleagues with honesty, integrity and dedication in a non-discriminatory manner. Students must demonstrate a manner consistent with sensitivity and respect for all social or cultural backgrounds. Students must conduct themselves appropriately in all academic and clinical interactions in classroom, clinic and community. They must have the ability to function and exhibit the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct. Students must abide by all applicable Quinnipiac University policies. Background check policy requires students to comply with all applicable state and federal regulations as required by the State of Connecticut, the state in which they reside, and the state in which clinical work or

fieldwork placements are located. Criminal histories may also prevent a student from taking the Federation of State Boards of Physical Therapy Exam (FSBPTE).

Students must demonstrate **professional ethics and values** including but not limited to:

- Establishing a rapport with patients, families, faculty and colleagues.
- Nurture mature, sensitive and effective relationships with patients, families, faculty and colleagues.
- Conflict resolution skills, including the ability to negotiate differing attitudes and opinions.
- Maintain a cooperative and professional manner.
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, mentors and others.
- Employ sound judgement.
- Arrive and being on time for professional commitments including class and clinical experiences.
- Abide by the appropriate dress code given the setting (academic and clinical).
- Manage and prioritize tasks to meet responsibilities.
- Seek assistance and guidance in a timely manner.
- Accept and respond appropriately to constructive feedback.
- Manage personal affairs in a manner that does not interfere with professional responsibilities.
- Adhere to the American Physical Therapy Association (APTA) Code of Ethics.
- Perform own work, give credit for other's ideas, and properly reference sources.
- Protect the confidentiality of patient information consistent with current applicable law and clinical site guidelines.
- Participate and perform in a manner consistent with real clinical practice guidelines during lab, practical, standardized or simulated experiences in order to learn and demonstrate curricular related knowledge.

Contact the Office of Student Accessibility for further information regarding reasonable accommodations in the didactic, laboratory, practical or clinical settings:

(myq.quinnipiac.edu/Academics/LearningCommons/Pages/StudentAccessibility.aspx (<https://myq.quinnipiac.edu/Academics/LearningCommons/Pages/StudentAccessibility.aspx>))

Email: access@qu.edu

Phone number: 203-582-7600

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapy. Accreditation is a process used in the U.S. to ensure the quality of the education that students receive. It is a voluntary, nongovernmental, peer-review process that occurs on a regular basis.

The Physical Therapy program at Quinnipiac University is accredited by CAPTE, 3030 Potomac Ave Suite 100, Alexandria, Virginia 22305-3085;

telephone: 703-706-3245; email: accreditation@apta.org; website: capteonline.org (<http://www.capteonline.org/>)

Entry-Level Professional Doctor of Occupational Therapy

Program Contact: Salvador Bondoc (salvador.bondoc@qu.edu)
203-582-3727

Our Entry-Level Professional Doctor of Occupational Therapy (OTD) program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively within various health care, educational and social systems. Our curriculum consists of three distinct elements:

- Academics: didactics integrated with laboratory and immersive clinical experiences
- Clinicals: two 12-week, full-time fieldwork experiences designed to prepare students for entry-level practice
- Capstone: doctoral capstone seminar series that culminate in a 14-week doctoral capstone experience and scholarly project that represents in-depth knowledge in occupational therapy

Throughout each phase of the program, each student is required to maintain a professional portfolio that coincides with the program's learning outcomes. The Entry-Level Professional OTD program is a full-time, intensive program designed to be completed in three years. Students admitted to the program are required to take 11 credits of graduate coursework in Clinical Anatomy, Neuroanatomy, and the Philosophy and Science of Occupational Therapy. Students complete 10 semesters (Fall, Spring, Summer) of coursework for a total of 124 credits.

Entry-Level Professional OTD Curriculum

The curriculum is reviewed regularly and subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and to keep current with best practices in the profession.

Course	Title	Credits
First Year		
Summer Semester		
OT 700	Philosophy and Science of Occupational Therapy	3
OT 710	Clinical Anatomy in OT Practice	4
OT 710L	Clinical Anatomy in OT Practice Lab	1
OT 712	Neuroanatomy in OT Practice	3
Credits		11
Fall Semester		
OT 701	Occupational Therapy Theory	3
OT 702L	OT Service Learning	1
OT 703	OT Practice Framework and Professional Reasoning	3
OT 705	Research Methods and Evidence-Based Practice	3
OT 711	Applied Kinesiology	2
OT 711L	Applied Kinesiology Lab	1
OT 713	Applied Neuroscience	2

OT 713L	Applied Neuroscience Lab	1
Credits		16
Spring Semester		
OT 720	Occupational Therapy Mental Health and Psychosocial Practice I	3
OT 720L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	1
OT 722	Occupational Therapy for Children and Youth I	6
OT 722L	Occupational Therapy for Children and Youth I Lab	1
OT 722F	Occupational Therapy for Children and Youth I Fieldwork	1
OT 730	Administration and Management of Systems	3
Credits		15
Second Year		
Summer Semester		
OT 724	Occupational Therapy for Adults and Older Adults I	6
OT 724L	Occupational Therapy for Adults and Older Adults I Lab	1
OT 724F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OT 726	Technology in OT Practice	2
OT 726L	Technology in OT Practice Lab	1
OT 731	Leadership and Change	2
Credits		13
Fall Semester		
OT 721	OT Mental Health and Psychosocial Practice II	3
OT 721L	OT Mental Health and Psychosocial Practice II Lab Lab	1
OT 721F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OT 723	Occupational Therapy for Children and Youth II	6
OT 723L	OT for Children and Youth II Lab	1
OT 723F	OT for Children and Youth II Fieldwork	1
OT 751	Capstone Seminar I - Exploration	2
Credits		15
Spring Semester		
OT 725	OT for Adults and Older Adults II	6
OT 725L	OT for Adults and Older Adults II Lab	1
OT 725F	OT for Adults and Older Adults II Fieldwork	1
OT 727	Work and Ergonomics	3
OT 728L	Biomechanical Intervention Lab	2
OT 752	Knowledge Translation and Synthesis	3
Credits		16
Third Year		
Summer Semester		
OT 753	Capstone Seminar II - Planning	2
OT 780	Fieldwork Level IIA	6
Credits		8
Fall Semester		
OT 781	Fieldwork Level IIB	6
Credits		6

Spring Semester

OT 754	Capstone Seminar III - Preparation	2
OT 760	Special Topics Or Independent Study	3
OT 762	Health Policy, Law, and Advocacy	3
OT 764	Business Leadership and Entrepreneurship in OT	3
OT 766	Methods of Teaching and Learning in OT	3
OT 782	Professional Development	2
Credits		16

Fourth Year**Summer Semester**

OT 790	Doctoral Project Seminar	2
OT 791	Doctoral Experience	6
Credits		8
Total Credits		124

Fieldwork Expectations

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.

Capstone Expectations

All students are required to complete a capstone experience (OT 791) and a capstone project (OT 790) in the final semester. All fieldwork and didactic requirements must be satisfactorily fulfilled and a student must pass a comprehensive competency exam prior to matriculating into OT 790 and OT 791.

- **CAPSTONE EXPERIENCE:** The capstone experience is a mentored process by an individual with demonstrated expertise in the student's area of interest. The capstone experience may occur in a traditional/clinical site or non-traditional/non-clinical site and is intended for the implementation of the capstone project and the integration of learning. Students are responsible for transportation to all capstone experiences. All students are required to maintain a viable health insurance, malpractice insurance, CPR certification and current immunization record according to their capstone placements. A capstone site may have additional requirements as part of its affiliation agreement or memorandum of understanding such as background checks and site-specific mandatory in-services. Failure to comply with capstone experiential requirements may negatively impact a student's ability to participate.
- **CAPSTONE PROJECT:** The doctoral capstone project is an opportunity for students to demonstrate in-depth knowledge in occupational therapy and the attainment of all program learning outcomes. The project concludes in a scholarly manuscript and oral presentation to the occupational therapy practice community.

Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OTD Student Handbook. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

Grade and Course Sequence Requirements

The program uses a tiered approach to curricular progression.

- During Tier 1 (Summer and Fall of the first year), students must meet a semester GPA of 3.0 and a C+ in all OT courses.
- During Tiers 2-4 (remainder of the program), students must meet a semester GPA of 3.2 and a B- in all lecture courses, B in laboratory courses, and B+ in Level I fieldwork.
- In addition, all students must acquire a "Pass" in their Level II Fieldwork (Tier 3) and Doctoral Capstone Experience (Tier 4).

Failure to meet the aforementioned requirements will result in a referral to the Academic Progression and Retention Committee (APRC). 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 (or designee), 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 APRC and the department chairperson.

Fieldwork Requirements

1. Students must complete all the required didactic coursework and be in good academic standing prior to starting Level II Fieldwork (OT 780 and OT 781).
2. All Level II Fieldwork experiences must be completed within 12 months following completion of the didactic portion of the program.

Capstone Requirements

1. Students must complete all didactic coursework and Level II Fieldwork, be in good academic standing, and pass a comprehensive exam prior to starting the Doctoral Capstone Experience (OT 791) and Project (OT 790).
2. The Doctoral Capstone Experience and Project must be completed within 12 months following the successful passing of the comprehensive exam.

Successful completion of all didactic, fieldwork and capstone requirements is necessary for graduation with the degree of Doctor of Occupational Therapy.

Student Learning Outcomes

Upon completion of the Entry-Level Professional Doctor of Occupational Therapy program, students will demonstrate the following competencies:

1. **Advocacy:** Advocate for the distinct value of occupational therapy.
2. **OT Process and Reasoning:** Apply occupation-centered principles and effective professional/clinical reasoning in the occupational therapy process.

3. **Systems and Practice Contexts:** Demonstrate leadership and competent performance of occupational therapy roles across traditional and emerging settings and systems.
4. **Evidence-Based Practice and Knowledge Translation:** Evaluate, synthesize and translate evidence to inform practice.
5. **Leadership and Professional Development:** Commit to the ongoing development of leadership skills with an OT professional identity within the context of interprofessional practice.
6. **Synthesis:** Synthesize and articulate the integral relationship among occupation, health and participation.

Program Mission

The mission of the OTD program is to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and skills to influence meaningful change in the health and functioning of individuals, populations and communities. The program aims to graduate entry-level occupational therapists who possess **in-depth knowledge and skills** in advocacy, occupational therapy process, systems, professional leadership, evidence-based practice and in the synthesis of occupation, health and participation.

Program Philosophy

The Department of Occupational Therapy views the entry-level doctoral education program with a transformational-humanistic lens. This approach acknowledges that each student has a pre-existing occupational identity and possesses varying abilities and experiences, which are brought to the university environment. The transformational philosophy of education assumes that students have pre-formed perceptions and beliefs about the world that can be shaped and transformed through the questioning, analysis and re-examination of world views, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Through mentorship and curricular experiences, faculty members apply a **transformational humanistic approach** to support doctoral students in their personal and professional growth toward becoming an entry-level occupational therapist and leader. Students also are taught the value and potential of every human being (including themselves) in their capacity to self-determine and need to participate in desired occupations for health, wellness and inclusion as social beings.

The department conceptualizes **developmental transformation** 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. Creative, high impact-transformation is the basis of curriculum content while **developmental transformation** is reflected in how the courses are arranged in overlapping phases or tiers using a modified version of Fink's Taxonomy of Significant Learning

[1] (https://outlook.office.com/mail/search/id/AAQkAGM0ZmVn2lZLWU2NjEtNGM0Yy04NjRkLTc5N2VhZTQwNgAQADZkE3MzE3BQm5NiThAUA0Ijmk%3D/#_ftn1):

- Foundational Knowledge (Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing interests and professional values; and self-directing one's learning.
- Application and Integration (Learning about Oneself/Others) – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events, realms of life; as well as in-depth exploration and integration of awareness of oneself and of others.
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking and reflection through the

understanding of systems and embracing one's agency in decision-making on complex issues effecting individuals, communities and society.

Admission Application Process

Students are admitted to the Entry-Level Professional Doctor of Occupational Therapy (E-OTD) program using a holistic review process. A holistic review takes into account multiple factors about the candidate's potential for meeting the expected outcomes of the E-OTD program, as well as their potential contribution to the educational experience of their fellow students.

There are two stages to the application process: a screening stage and an interview stage.

1. The **screening stage** involves a review of the applicant's GPA, prerequisites and observation hours as listed below. After the screening stage, the most qualified applicants will be offered an interview.
2. The **interview stage** involves an actual interview, as well as a review of the applicant's recommendation letters, personal essay and resume.

There are three potential outcomes of the application process: 1) acceptance; 2) conditional acceptance; or 3) denial of admission. An applicant may be denied admission at either stage of the process. Note: **A student with a prior history of dismissal from any of the programs within the QU Occupational Therapy Department is ineligible for admission.**

Application Timeline

Students are admitted to the Entry-Level Professional Doctor of Occupational Therapy program on a rolling basis. As the program begins in the Summer I session (mid-late May), applications are accepted until February 15 of the same year the applicant plans to matriculate. Interviews are required and offered to the most qualified candidates. Applicants are notified of their acceptance on or before March 15.

Admission Requirements

1. Bachelor's degree prior to matriculation into the program.
2. A minimum GPA of 3.2 in all post-secondary coursework.
3. A minimum prerequisite GPA of 3.0 with a grade of C+ or better in each prerequisite course.
4. A minimum of 40 verifiable observation hours in the past 3 years. These hours may be completed in a combination of traditional/clinical and non-traditional/non-clinical settings and patient/client populations.
5. Three letters of recommendation, with at least one from an academic adviser or faculty member, and at least one from a supervisor in an employee or volunteer capacity.
6. Supplemental personal statement that includes reasons for pursuing the Entry-Level Professional OTD at Quinnipiac and examples of personal attributes as well as professional and academic experiences that demonstrate capacity for rigor of doctoral studies and future success as well-rounded occupational therapist and leader.
7. Resume or curriculum vitae.
8. Applicant must have access to technology devices needed for online or hybrid courses that are interwoven throughout the curriculum. Courses labeled DE or HY indicate that they are delivered in part

or whole as online. Student should be knowledgeable in utilizing technology software including Word, Excel, PowerPoint, video conferencing (Zoom, Microsoft Teams) and email communication. Information on recommended computing device and software may be accessed through information technology services at techhelp.quinnipiac.edu/ (<https://techhelp.quinnipiac.edu/>)

9. Successful in-person interview with the OTD Admissions Committee.

Scores from the Graduate Record Examination (GRE) are not required. However, applicants may submit scores if they believe it can enhance the strength of their application.

OTD Prerequisites

The OTD prerequisite courses are as follows:

1. Biological Sciences
 - Anatomy and Physiology I with Lab (4 credits)
 - Anatomy and Physiology II with Lab (4 credits)
2. Quantitative Literacy
 - General Physics (3-4 credits). A course in Calculus or Biomechanics may be used as a substitute.
 - Biostatistics or Statistics for Social and Behavioral Sciences (3 credits)
3. Social Sciences
 - Lifespan Development including Child Development and Adult Development (3-6 credits)
 - Abnormal Psychology (3 credits)
 - Sociology or Cultural Anthropology (3 credits)

In order to be credited, prerequisites must meet the following conditions:

1. Prerequisites must be completed within 8 years of application from a regionally or nationally accredited institution of higher learning. For students whose credentials were received from a foreign institution, submit an academic equivalency evaluation from a credentialed agency ([naces.org](https://www.naces.org/) (<https://www.naces.org/>)).
2. Each prerequisite course must be completed with a grade of C+ or better. Each prerequisite course may only be repeated once.
3. For prerequisite courses with a separate lab course grade (e.g., Anatomy and Physiology), the lecture and lab components will be weighted and calculated based on credit hour, and recorded as a single course grade.
4. At the time of application, up to two prerequisite courses (excluding labs) may be in progress or pending but must be completed by May before starting the E-OTD program. Qualified candidates whose prerequisites are in progress or pending may be granted conditional acceptance until all prerequisites are satisfactorily met.

The following courses are not required but strongly recommended:

- Coursework on the disease process (e.g., Pathophysiology, Human Health and Disease, Biology of Aging, etc.)
- Coursework on health systems, health policy or leadership
- Coursework in Humanities such as philosophy, logic, ethics and courses on Western thought and ideas

Required Documents

1. Application form completed through OTCAS
2. Letter of intent
3. Supplemental personal statement

4. Official transcripts from all undergraduate, graduate and professional schools attended.
5. Three letters of recommendation
6. Observation hours (40) that are verified in an official letter from the supervising occupational therapist with contact information

NOTE: Incomplete submissions will not be reviewed.

Additional Program Costs

As a clinical education program, the entry-level doctor of occupational therapy degree requires some expenses that go beyond university graduate tuition and fees:

1. **Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (gas, parking, maintenance) related to transportation to get to a fieldwork site. This includes private transportation, public transportation, and air travel as necessary. **Cost: 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. **Cost: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the E-OTD program are required to have a background check prior to the start of program in the first summer and again before beginning Level II Fieldwork.
 - a. Initial background check cost is **\$63** for all domestic addresses for the past 7 years or **\$158 for students who have resided in New York state** in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck**
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25**
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. **EXXAT and APPROVE: FOR THOSE PROGRAMS USING EXXAT ONLY.** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **A one-time payment of \$150 per student for the E-OTD program is required (students are responsible for this cost).**
 - b. **APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates.** Cost: \$35 for first year, \$10 per year thereafter
7. **Professional Association Membership** – All occupational therapy students in the E-OTD program are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$75 per year**. Students have full access to all of the resources as part of this membership including journal articles, videos, and other class and professional learning materials needed for program completion.

8. **Certification Examination Costs** – All occupational therapy students upon successful completion of the academic and fieldwork requirements of the E-OTD program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and **costs \$555 (2021 cost)** to take the examination.

Accreditation

The Entry-Level Professional Doctor of Occupational Therapy (OTD) program at Quinnipiac University has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's contact information is as follows: phone: 301-652-6611 (ext. 2914); fax: 301-652-1417; email: accred@aota.org; website: acoteonline.org

As a program with Candidacy Status, Quinnipiac University may admit students into the Entry-level OTD according to the approved timeline and may proceed to the Preaccreditation Review step of the accreditation process. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the entry-level OTD 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 Entry-Level Professional OTD program.

Master of Social Work

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

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 academics 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.

The 60 credits required for the MSW degree include 30 credits in the generalist curriculum and 30 credits in the specialized practice curriculum. The degree can be completed full-time in four terms of study or through an extended plan over six or eight terms. Students with a BSW from a CSWE-accredited program may apply for Advanced Standing and complete 36 credits over one or two years.

The specialized practice curriculum has a concentration of health and mental health. An integrative seminar/capstone project is completed in the final semester of study and requires an integrative paper or project. The MSW program values interprofessional education and requires students to complete 30 hours of interprofessional education activities before graduation. The MSW program at Quinnipiac University does not give credit for life or work experience.

For those who have already earned a bachelor of social work, Quinnipiac offers an Advanced Standing Master of Social Work (<http://catalog.qu.edu/graduate-studies/health-sciences/social-work-msw/advanced-standing/>) program.

Students entering Quinnipiac as undergraduates who are interested in the social work program have the option of pursuing a dual-degree bachelor's to master's program. There are two options: the Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 309) that begins with an undergraduate degree in Health Science Studies in the School of Health Sciences, or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 379) that 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 Dual-Degree JD/MSW program (p. 474). Please see the Admission (p. 441) tab for additional details.

The MSW degree also meets the academic requirements for licensure as a Licensed Clinical Social Worker (LCSW).

Traditional MSW Program of Study

Students can choose among three plans of study for the traditional 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 generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		15

Spring Semester

SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 507	Issues of Diversity and Oppression	3
SW 508	Psychopathology	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		15

Second Year**Fall Semester**

SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Select two electives ¹		6
Credits		15

Spring Semester

SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives ¹		6
Credits		15
Total Credits		60

¹ Of the four elective courses, two must be clinical elective courses.

Three-Year Extended MSW

Students complete the generalist curriculum over two years with a reduced course load and then attend classes full time to complete the specialized practice curriculum. In addition to their classes, students are required to complete generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		6
Spring Semester		
SW 507	Issues of Diversity and Oppression	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		6
Second Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I	3

SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
Credits		9

Spring Semester

SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with 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	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Select two electives ¹		6
Credits		15

Spring Semester

SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives ¹		6
Credits		15
Total Credits		60

¹ Of the four elective courses, two must be clinical elective courses.

Four-Year Extended MSW

Students complete the generalist curriculum over two years with a reduced course load and then complete the specialized practice curriculum over two years with a reduced course load. In addition to their classes, students are required to complete generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		6
Spring Semester		
SW 507	Issues of Diversity and Oppression	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		6

Second Year**Fall Semester**

SW 500	Generalist Field Education Practicum I	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3

Credits	9
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Spring Semester

SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 508	Psychopathology	3

Credits	9
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Third Year**Fall Semester**

Select two electives ¹	6
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Credits	6
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Spring Semester

Select two electives ¹	6
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Credits	6
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Fourth Year**Fall Semester**

SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2

Credits	9
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Spring Semester

SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2

Credits	9
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Total Credits	60
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¹ Of the four elective courses, two must be clinical elective courses.

Student Learning Outcomes

Upon completion of the MSW program, students will demonstrate the following competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.

8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

MSW Program Values

The MSW program's core values 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 and competence.

MSW Program Goals

The MSW program has the following five goals:

1. Prepare students to be competent ethical social workers in a variety of health and mental health settings.
2. Prepare students to engage in anti-racist and anti-oppressive clinical and organizational social work practice.
3. Prepare students to advocate for equity and social justice at all levels of social work practice.
4. Prepare students to integrate social work perspectives within interprofessional collaborations and across systems.
5. Promote lifelong learning and professional development for students, alumni and social work colleagues.

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. Students with a BSW from a CSWE-accredited program are encouraged to apply for Advanced Standing.

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. 474).

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.

Additional Program Costs

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation): Students are responsible for the costs associated with travel to and from field internships. Costs: variable.
2. **Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (<https://catalog.qu.edu/university-policies/background-checks/>)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - a. University background check – Cost: \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - b. Some students may be required to do an annual recheck one year after the initial background recheck. Cost: \$32 per annual recheck.
3. **Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.
4. **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.
5. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. Cost: one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. Cost: \$35 - first year, after which it is \$10 per year.

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: 703-683-8080
Fax: 703-683-8099

Email: info@cswe.org

Website: 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/48d78d/globalassets/global/media/qu/documents/academics/school-of-health-sciences/programs/msw_epas_form_2020-rev.pdf) (PDF) for more information (last completed Sept. 2, 2020).

Occupational Therapy Online Certificate of Advanced Graduate Studies

Program Contact: B (Francine.Seruya@quinnipiac.edu) Barbara 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 program begins in January and consists 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 three possible tracks: a) school-based practice; b) teaching and learning in occupational therapy; or c) hand therapy.

School-Based Practice: This certificate program focuses on advanced topics in school-based practice. Students deeply explore legislation, assessment, intervention and innovative approaches to school-based practice.

Teaching and Learning: Students in this certificate program analyze learning theory and the relationship between learning theory and occupational therapy. Additionally, students explore various educational models and tools to enhance teaching and professional presentations.

Hand Therapy: Students explore best practices and evidence in hand therapy and synthesize their knowledge through a critique of clinical protocols and practice guidelines. This track is designed for practitioners who are currently working in a hand therapy setting.

Certificate of Advanced Graduate Studies 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
or OT 616	Self-Directed Study in Clinical Practice	
OT 625	Special Topics in School-Based Practice I	3
or OT 620	Foundations in Teaching and Learning I	
or OT 630	CAGS Hand Therapy I	
OT 626	Special Topics in School-Based Practice II	3
or OT 621	Creating Effective Learning Environments and Experiences	
or OT 631	CAGS Hand Therapy II	
OT 635	Scholarly Use of Evidence in Writing	3
Total Credits		12

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.

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.

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) Barbara 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 and is tailored for the working professional.

Courses run in online modules of varying duration (i.e., 5-week, 7-week, 14-week). Students are required to attend a one-week, on-campus residency during the summer between the first and second year in the program as well as the Symposium Day at the end of the curriculum.

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.

The Occupational Therapy Department offers multiple avenues for registered occupational therapists to advance their education.

Bridge from BSOT to OTD: Certificate of Advanced Graduate Studies in OT

This 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. This certificate program is designed for individuals who currently have an entry-level BS in occupational therapy with initial National Certification Board for Occupational Therapy (NBCOT/AOTCB) certification to form a bridge from BS to an OTD. Following successful completion of this program, students receive a Certificate of Advanced Graduate Studies and are able to matriculate into Quinnipiac University's Occupational Therapy Doctorate program.

Certificate of Advanced Graduate Studies in OT

In two semesters of online coursework, occupational therapy practitioners can earn a Certificate of Advanced Graduate Studies from Quinnipiac University in their choice of three tracks:

School-Based Practice: This certificate program focuses on advanced topics in school-based practice. Students deeply explore legislation,

assessment, intervention and innovative approaches to school-based practice.

Teaching and Learning: Students in this certificate program analyze learning theory and the relationship between learning theory and occupational therapy. Additionally, students explore various educational models and tools to enhance teaching and professional presentations.

Hand Therapy: Students explore best practices and evidence in hand therapy and synthesize their knowledge through a critique of clinical protocols and practice guidelines. This track is designed for practitioners who are currently working in a hand therapy setting.

Occupational Therapy Doctorate

To be eligible to apply to the online post-professional Occupational Therapy Doctorate (OTD) 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 Quinnipiac University's Certificate of Advanced Graduate Studies (CAGS) in Occupational Therapy. The program provides students with an opportunity to integrate clinical experience with theoretical concepts within the clinical literature, incorporate advanced concepts of policy and advocacy into practice, and develop the capacity for clinical scholarship. Students can customize most assignments to their own area of interest so that they can immediately apply what they are learning into their practice environment.

On-Campus Residency Requirement

All students in the online post-professional OTD program 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

OTD classes begin in the fall. Program requires five semesters: two academic years and summer between.

Occupational Therapy Course of Study

Course	Title	Credits
First Year		
Fall Semester		
OT 651	Systems	3
OT 652	Doctoral Seminar	1
OT 654	Critical Inquiry of Scholarship	3
Credits		7
Spring Semester		
OT 640	Directed Study in Evidence-Based Practice	3
OT 650	Application of Theory and Exploration of Occupation	3
Credits		6
Summer Semester		
OT 655	Professional Seminar	3
OT 656	Critical Inquiry of Scholarship II ¹	4
Credits		7
Second Year		
Fall Semester		
OT 653	Policy/Ethics	2

OT 660 or OT 662	Seminar: Innovations and Emerging Issues in Children and Youth or Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum	3
OT 680	Capstone I	2
Credits		7
Spring Semester		
OT 671	Leadership in Higher Education	3
OT 681	Capstone II	2
Credits		5
Total Credits		32

¹ 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.

Student Learning Outcomes

Upon completion of the Occupational Therapy Doctorate program, students will demonstrate the following competencies:

1. **Leadership:** Demonstrate in-depth knowledge of leadership skills.
2. **Advocacy:** Synthesize knowledge of health care policies and systems to be an advocate at an individual, group and population level.
3. **Evidence-Based Practice:** Critique clinical practice based on current theoretical concepts and evidence within the clinical literature.
4. **Research:** Contribute to occupational therapy clinical research and scholarship.

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 OTD program philosophy is humanistic and developmental in nature, it is recognized that students enter the program with unique experiences and interests. The OTD program is designed to allow students to reflect upon their own experiences and incorporate their particular interests into their coursework. To support students in an individual manner, a faculty adviser is assigned to each student from the beginning of the program. This allows the adviser to guide the student throughout the entire OTD curriculum.

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. Students applying for direct entry into the OTD program must also have a related master's degree, OR an entry-level 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). International applicants who do not have NBCOT certification must provide proof of qualification/licensure in their home country.
4. Students for whom English is not their first language must take the iBT (internet version of the TOEFL (Test of English as a Foreign Language)).
5. Verification of current employment as an occupational therapist.
6. Proof of active licensure to practice (if applicable in the state of current practice).
7. Current membership to the American Occupational Therapy Association.

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 coursework. Any student who receives a grade below a C+ in a course is 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 Director: Robert Cottrell (robert.cottrell@qu.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, North Haven Campus, North Haven, Connecticut
- MD Anderson Cancer Center/University of Texas, Houston, Texas
- Clinical Pathology Associates/Ascension Seton Family Health, Austin, Texas
- Health Network Laboratories, Allentown, Pennsylvania
- Northwell Health: Northshore University/Long Island Jewish Medical, Lake Success, New York
- CT 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
- Yale-New Haven Hospital Greenwich Campus, Greenwich, Connecticut
- Yale University School of Medicine, New Haven, Connecticut
- Nuvance Health, Norwalk Hospital, Norwalk, Connecticut
- Nuvance Health, Danbury Hospital, Danbury, Connecticut
- Trinity Saint Francis Hospital, Hartford, Connecticut
- CT State Medical Examiner Office, Farmington, Connecticut
- Hartford Healthcare - Hartford Hospital, Hartford, Connecticut
- Hartford Healthcare - St. Vincent's Hospital, Bridgeport, Connecticut
- The Hospital of Central Connecticut, New Britain, Connecticut
- Stamford Hospital, Stamford, Connecticut
- UCONN Health Hospital, Farmington, Connecticut
- Baylor College of Medicine, Ben Taub Hospital, Houston, Texas
- Brigham and Women's Hospital, Boston, Massachusetts
- Massachusetts General Hospital, Boston, Massachusetts
- UMass Memorial Health Alliance Clinton, Leominster, Massachusetts
- Boston Children's Hospital, Boston, Massachusetts
- Melrose/Wakefield Healthcare, Melrose, Massachusetts
- Saint Vincent Hospital, Worcester, Massachusetts

- Mayo Clinic, Rochester, Minnesota
- Mayo Clinic, Jacksonville, Florida
- UCLA Medical Center, Los Angeles, California
- Los Angeles County Medical Examiner-Coroner, Los Angeles, California
- Crouse Hospital, Syracuse, New York
- Denver Health, Denver, Colorado
- Memorial Sloan Kettering Cancer Center, New York, New York
- NYC Health: Harlem Hospital, New York, New York
- NYC Health: Bellevue Hospital, New York, New York
- Nebraska Medical Center, Omaha, Nebraska
- Catholic Medical Center, Manchester, New Hampshire

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
First Year		
Summer Semester		
College-based didactic coursework		
BMS 532 & 532L	Histology and Lab and Histology Lab	4
PA 502	Medical Terminology: Advanced	2
PA 512 & 512L	Human Anatomy and Human Anatomy Lab	4
PA 515	Human Physiology	4
PA 526	Biomedical Photography	4
Credits		18
Fall Semester		
BMS 517	Human Embryology	3
PA 511	Human Microscopic Anatomy	4
PA 513	Basic Human Pathology I	3
PA 518	Laboratory Management	3
PA 535	Disease Mechanisms	4
Credits		17
Spring Semester		
BMS 535 & 535L	Histochemistry and Lab 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
Second Year		
Summer Semester		
12-month hospital-based clinical training session		
PA 520	Autopsy Pathology I	6
PA 523	Surgical Pathology I	6
Credits		12

Fall Semester

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 coursework 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 coursework 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.

Student Learning Outcomes

Upon completion of the Pathologists' Assistant program, students will demonstrate the following competencies:

1. **Accountability:** Possess the emotional health and stability to deal with death, dead bodies, and body parts and exercise good judgment in a professional and caring way.
2. **Organizational Hierarchy:** 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.
3. **Teamwork:** Possess sufficient interpersonal skills to interact with both professional and hospital staff as well as university personnel in a diplomatic and team atmosphere approach.
4. **Problem Solving:** Demonstrate comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
5. **Clinical Reasoning:** Compare the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
6. **Inclusivity:** Display core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity.

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 will be able to:

1. Demonstrate problem-solving abilities and have the intellectual ability to learn, integrate, analyze and synthesize data.
2. Create sufficient interpersonal skills to interact with both professional and hospital staff as well as university personnel in a diplomatic and team atmosphere approach.
3. Identify and express good personal grooming habits including personal hygiene and selection of appropriate apparel to be in accordance with the stated university and hospital policies.
4. Demonstrate comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
5. Practice performance-based education in order to assist the anatomic pathologist in the hospital or in other medical environments.
6. Evaluate the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
7. Identify the characteristics of stains and the staining properties of normal and abnormal cells and their cellular constituents.
8. Assist the pathologist who is determining the pathogenesis of disease by:
 - Properly collecting and handling specimens and keeping appropriate records using biomedical/photography techniques.
 - Submitting tissues and selecting the necessary and appropriate techniques for processing and proper staining procedures.
 - Practicing accurate gross descriptions and selective sectioning of surgical specimens following established protocols and procedures.
 - Evaluating histological slides for technical quality and collecting clinical information and laboratory data for final diagnosis by the pathologist.
 - Performing a postmortem examination and relate the clinical history to the results of the dissection.
9. Identify and record anatomic and morphologic changes in relation to clinical manifestations and laboratory data for the pathologist's interpretation.
10. 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.
11. Interact with the pathologist by integrating didactic biomedical knowledge with practical hospital-based training.
12. Integrate management training and experience to supervise and coordinate the work of other laboratory professionals.
13. Recognize similarities and differences that one may encounter with coworkers, promoting a sense of inclusion in the workplace; embracing diversity practices that build a more improved health care team.

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 hold 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)
- one semester of microbiology
- two semesters of anatomy and physiology
- two semesters of general chemistry
- 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. Due to COVID-19, the program will consider prerequisite courses that have been completed in its entirety online for all course offerings (lecture and lab) if completed at a regionally accredited institution in the United States or Canada. Hybrid courses are acceptable if they include an on-campus lab component.

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%23admission&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.

Additional Program Costs

As a clinical education program, the Pathologists' Assistant program requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – Cost varies, and specific information and estimates are provided by the clinical site during on-boarding procedures. **Costs: variable and subject to change with minimal notice**
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 didactic first year phase and must be maintained through the entire second year clinical phase of education. **Costs: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of first year didactic phase of education. Prior to the start of the second year clinical/fieldwork experience a new background check or re-check may be required.
 - a. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York State in the last 7 years due to NY State surcharge.
 - b. Some students may be required to do an annual recheck one-year after the initial background recheck. **Cost: \$32 per annual recheck**
4. **Drug Screening** – Information provided during first year on-boarding prior to orientation and is mandatory for all incoming students. Additional screening may be required by specific clinical affiliates during the on-boarding process throughout the second year clinical phase. **Cost: \$42.25**
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. **EXXAT and APPROVE: FOR THOSE PROGRAMS USING EXXAT ONLY.** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost)**
 - b. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
7. **Professional Association Membership:** Free student membership provided by the AAPA for all incoming students through the entire length of program.
8. **Certification examination costs** – **Costs: variable and subject to change with minimal notice. Information is given out by the ASCP during the second year clinical phase prior to registering for the certification exam.**

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)

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Rosemont, IL 60018

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naacls.org (<http://naacls.org>)

Physician Assistant Program

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The Physician Assistant program, which leads to a Master of Health Science, 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."¹

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).

¹ Competencies for the Physician Assistant Profession. National Commission on Certification of Physician Assistants (2012).

MHS Physician Assistant Program of Study

Course	Title	Credits
First Year		
Summer Semester		
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 519	Human Anatomy	3

PY 519L	Human Anatomy Lab	1
Credits		17
Fall Semester		
PY 505	Clinical Pharmacology I	2
PY 506	Principles of Internal Medicine	6
PY 514	Diagnostic Methods II	1
PY 518	Physical Diagnosis	3
PY 518L	Physical Diagnosis Lab	1
PY 520L	Clinical Decision Making	1
PY 572	Medical Microbiology and Infectious Diseases	3
Credits		17
Spring Semester		
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
Second Year		
Summer Semester		
PY 526	Principles of Epidemiology	3
PY 536	Biostatistics	3
PY 548	Ethics in Health Care Delivery I	2
PY 650	Medical Writing Workshop/Journal Club	1
Credits		9
Clinical Rotations		
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		94

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.

Student Learning Outcomes

Upon completion of the Physician Assistant program, students will demonstrate the following competencies:

1. **Medical Knowledge:** Demonstrate a knowledge of biomedical and clinical sciences and apply this knowledge to patient care in a variety of clinical setting as an entry-level practitioner.
2. **Interpersonal and Communication Skills:** Possess the ability to safely and effectively communicate with various populations, including but not limited to other health care providers, members of the health care team, patients and their families.
3. **Patient Care:** Be able to provide cost-effective, equitable, high-quality patient care in a variety of settings as an entry-level practitioner.
4. **Professionalism:** Demonstrate the attributes of a high-quality health care provider, and be able to apply an ethical framework in medical decision-making, practice evaluation, and their altruism to their profession, community and society.
5. **Practice-Based Learning and Improvement:** Be able to evaluate, assess and critically analyze their patient care practices.
6. **Systems-Based Practice:** Demonstrate an awareness and responsiveness to all aspects of the health care system.

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. Interprofessionalism—Preparing 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 Humility—A state of openness toward understanding and respecting important aspects of other people's cultural identities. This requires an awareness of one's personal and professional beliefs, biases, attitudes and actions that affect patient care and a commitment to ongoing professional development. (PAEA Core Competencies for New Physician Assistant Graduates, 2019 (<https://paelearning.org/wp-content/uploads/2019/09/core-competencies-for-new-pa-grads-097119.pdf>)).
7. Diversity, Equity and Inclusion—Demonstrating awareness, acceptance and accountability in creating a diverse, inclusive, equitable and just community, built upon awareness, acceptance, respect and compassion toward others.

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 and professional 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 recognized institution in Canada
- Prerequisite labs must be completed through an on-campus course (not online)
 - COVID exception (starting spring 2020, until labs resume on-ground)
- 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 3.3 and science GPA of 3.3
- A minimum of 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 to the program, 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 designated undergraduate feeder program for the Master of Health Science Physician Assistant program, known as the Entry-Level Master's Physician Assistant program (ELMPA) (p. 349). Students who have successfully completed all requirements of the ELMPA program as well as the admissions requirements listed above, 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/>) 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 as 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 (<https://www.qu.edu/schools/health-sciences/programs/mhs-physician-assistant.html>). 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.

Additional Program Costs

As a clinical education programs, the Physician Assistant programs require some expenses that go beyond standard university tuition and fees. Most of these costs can be included in your financial aid requests and awards. Some of these costs include:

1. **Clinical Education Travel** (gas, parking, public transportation) – Costs for transportation, vehicle maintenance, parking, travel and housing are the responsibility of the student. **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. **Costs: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to entry into the program and updated prior to the start of, and periodically thereafter at the request of clinical sites during the clinical phase of the graduate program.
 - Initial background check cost is \$63 for all domestic addresses for the past seven years or \$158 for students who have resided in New York State in the last seven years due to NY state surcharge.
 - After the initial background check, the cost for each recheck required is \$32.
4. **Drug Screening** – Students are required to obtain a drug screen prior to entry into the pre-clinical experience, clinical phase, and periodically thereafter at the request of clinical sites, during the graduate program. **Cost: \$42.25**
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. **EXXAT and APPROVE** – Students enrolled in the Physician Assistant programs (ELMPA and graduate) must enroll in EXXAT and APPROVE. Please note that EXXAT database is different for each program. Students who matriculate from the ELMPA program into the graduate program will be required to sign up and pay for the graduate EXXAT program upon entry to the graduate program.
 - EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost)**
 - APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
7. **Professional Association Membership** – All students are required to maintain active memberships in the Connecticut Academy of Physician Assistants (ConnAPA), and The American Academy of Physician Assistants (AAPA) while enrolled in the program. The cost for membership is the responsibility of the student.
8. **Certification Examination Costs** – Upon successful the completion of the program (after graduation), students will be eligible to register for the Physician Assistant National Certifying Exam (PANCE), administered through the National Commission on Certification of Physician Assistants (NCCPA). Students may register for this during the final months of the program and are responsible for the registration fees associated with the exam.

9. **Other Costs** – There are other costs associated with the Graduate PA program. Information regarding additional costs can be found on the program's website (<https://www.qu.edu/schools/health-sciences/programs/masters-degree/physician-assistant/tuition-and-financial-aid/?tab=indirect-costs>).

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 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) (<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 Massachusetts and New York. Students are responsible for travel, housing and all other expenses related to clinical rotations.

MHS in Radiologist Assistant Curriculum

Course	Title	Credits
First Year		
Summer Semester		
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

Fall Semester

PY 502 & 502L	and	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

Spring Semester

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

Second Year

Summer Semester

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
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Credits 5

Total Credits 59

Student Learning Outcomes

Upon completion of the Radiologist Assistant program, students will demonstrate the following competencies:

1. **Integrate** professional, ethical and legal standards and interdisciplinary collaboration into radiologist assistant practice.
2. **Integrate** effective written, oral and nonverbal communication skills into radiologist assistant practice.
3. **Utilize Information Technology and Informatics** to communicate, manage knowledge, mitigate error and support clinical decision-making in radiologist assistant practice.
4. **Synthesize** clinical data and scientific evidence, apply appropriate modalities, evaluate findings and make recommendations within the scope of radiologist assistant practice.
5. **Provide** patient-centered care.
6. **Assume a Leadership Role** in applying quality-improvement methods.

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.

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. 57) section of this Catalog for program details.

Nondiscrimination

Quinnipiac University School of Law admits students of any race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability 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, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability 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. For students planning to sit for the New York Bar, we call attention to that state's extensive experiential education requirement, which is more demanding than the requirement established by the ABA and Quinnipiac Law School. This New York requirement is set forth in Appendix A to this Catalog.

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. 457)
- Part-Time Juris Doctor Program (p. 466)

Concentrations

- Civil Advocacy and Dispute Resolution (p. 475)
- Criminal Law and Advocacy (p. 476)
- Family Law (p. 478)
- Health Law (p. 479)
- International Law and Policy (p. 482)
- Intellectual Property (p. 481)
- Tax (p. 483)
- Workplace Law (p. 484)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/JD (3+3) (<http://catalog.qu.edu/academics/dual-degree-ba-bs-jd-3-3/>)
- JD/MBA (p. 474)
- JD/MELP (p. 474)
- JD/MERL (<http://catalog.qu.edu/school-of-law/juris-doctor/jd-merl/>)
- JD/MFALP (<http://catalog.qu.edu/school-of-law/juris-doctor/jd-mfalp/>)
- JD/MSW (p. 474)

Master of Laws

- LLM in Health Law (p. 488)

Certificate Programs

- Health Care Compliance Certificate (p.)

ACADEMIC CALENDAR

2021–22 Academic Calendar

Summer 2021

May 10	Monday	First day of classes
May 11	Tuesday	Last day for add/drop
June 24	Thursday	Last day of classes. Last day to withdraw from courses.
June 25	Friday	Class makeup day
June 28–30	Mon–Wed	Exam Period

Fall 2021

August 13–14	Fri–Sat	First-Year Orientation
August 16	Monday	1L classes begin
August 16	Monday	Business Literacy Bootcamp (for 2Ls)
August 18	Wednesday	Upper-level classes begin
August 24	Tuesday	Last day to add/drop classes
September 6	Monday	Labor Day—university holiday; no classes
September 16	Thursday	Yom Kippur—university holiday; no classes
November 23	Tuesday	Classes meet on Thursday schedule; last day of 1L classes; last day for 1Ls to withdraw from courses
November 24–November 28	Wed–Sun	Thanksgiving Recess
November 30	Tuesday	Last day of upper-level classes; last day for upper-level students to withdraw from courses
December 1	Wednesday	Class makeup day
December 2–15	Thurs–Wed	Examination period
December 16	Thursday	Exam makeup day for weather-related postponements; last day for graduating students to complete coursework
December 17–January 2	Fri–Sun	Holiday Recess

Spring 2022

January 3	Monday	Upper-level classes begin
January 3–4	Mon–Tues	Gateway to Practice Program (for 1Ls)
January 5	Wednesday	1L classes begin
January 7	Friday	Last day to add/drop classes
January 17	Monday	Martin Luther King Jr. Day—university holiday; no classes
March 14–18	Mon–Fri	Spring Recess
April 9	Saturday	Transition to Practice for law students and recent graduates (optional)
April 15	Friday	Good Friday—no classes
April 19	Tuesday	Classes meet on a Friday schedule; last day of upper-level classes; last day for upper-level students to withdraw from courses
April 20	Wednesday	1L classes meet on a Monday schedule

April 21	Thursday	1L classes meet on a Tuesday schedule; last day of 1L classes; last day for 1Ls to withdraw from courses
April 22	Friday	Class makeup day
April 25–May 6	Mon–Fri	Examination period
May 6	Friday	Last day for graduating students to complete coursework
May 7	Saturday	School of Law Commencement

* All references to “1Ls” and “2Ls” include both day and evening sections. Evening students are encouraged, but not required, to attend Business Literacy Bootcamp and the Gateway to Practice program.

Summer 2022

May 9	Monday	First day of classes
June 23	Thursday	Last day of classes
June 24	Friday	Class makeup day
June 27–29	Mon–Wed	Examination period

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. 491), 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. 491).

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.

Bridge to Practice Program

The Bridge to Practice program at Quinnipiac Law is a three-part, three-year series of not-for-credit courses — two of them mandatory for full-time students — intended to contextualize the rest of the students' legal education, highlighting particularly the ways in which lawyers work with clients to clarify and achieve client goals. The goal is to help students begin the transition to law practice while in school.

1L Gateway to Practice

All full-time, first-year students are required to participate in this mandatory two-day workshop in law and lawyering, which is offered during the first two days of the second semester in January. For part-time students, the program is optional but recommended. 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. Over 60 lawyers from the state and the region volunteer to work with students.

The program is intended to provide several benefits:

- **Foundation:** First-year students learn the basics of law and legal analysis. This program shows students how lawyers use doctrine and basic legal skills in helping clients 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 better understand 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.

2L Business Concepts Bootcamp

All full-time, second-year students are required to participate in a day-and-a-half program to kick off the fall semester in August. Part-time, second-year students are encouraged but not required to attend the program. They will be required to watch related video material and attend a Saturday Business Concepts Bootcamp in September.

The goal of the program is to expose students to basic financial and business concepts, many of which will arise in upper-level courses, both within the core curriculum and in other elective courses. The program should be helpful not only to students who intend to practice business law, but also to those who will practice in a host of other specialties, such as litigation or family law. The program includes both panel presentations and interactive, hands-on workshops. Students select two practice area workshops in which a lawyer specializing in the field will discuss the types of clients served in the practice, the types of problems presented, and the skills and substantive legal expertise needed to work in the area. The practitioner leads the students in solving a typical client problem using the business and financial concepts the students learned in earlier sessions of the Bootcamp.

The program is intended to provide several benefits:

- Provide business context for doctrinal principles in upper-level courses.
- Address employers' concerns that the lack of business and financial literacy represents a major gap in new lawyers' knowledge.
- Demonstrate that an understanding of business concepts is critical in all areas of practice: private, government, public interest, and nonprofit.
- Help students to better understand public policy debates.

Transition to Practice Workshop

The Transition to Practice workshop is an optional, one-day program offered on a Saturday in the spring semester to all students. While the 1L and 2L segments of the Bridge to Practice trilogy have focused on the business of clients as the context for lawyers' work, this workshop emphasizes the business aspects of the lawyer's own work. Although students have learned the law, they also need to understand the *business and organizational aspects of legal practice* to be ready for work. Legal employers of all types — private firms, in-house counsel, government, and public interest — have to deal with the economics of serving clients. Panels of practitioners and recent graduates explain the business aspects of the practice of law whether in private practice, government or public interest. Topics include: the economics of practice, timekeeping, billing, marketing, project management, innovation and work-life balance. Students also choose workshops with practitioners related to the practice environment they hope to join upon graduation: small firm and solo, large firm and government/public interest.

Full-Time Juris Doctor Program of Study

Course	Title	Credits
First Year		
Fall Semester		
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
Spring Semester		
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
Second Year		
Fall Semester		
Core Elective ¹		4
Core Elective ¹		3
General Electives		7
Credits		14
Spring Semester		
Core Elective ¹		4
Core Elective ¹		3
Experiential Course ²		2
General Electives		5
Credits		14
Third Year		
Fall Semester		
LAWS 321	Lawyers' Professional Responsibility	3
Experiential Course ²		2
Core Elective ¹		4
General Electives		5
Credits		14
Spring Semester		
Core Elective ¹		3
Experiential Course ²		2
General Electives		9
Credits		14
Total Credits		86

¹ Full-time students **must** take 3 core electives in the second year. Core electives are:
 LAWS*114 - Administrative Law - 3 credits. Offered fall and spring
 LAWS*205 - Business Organizations - 4 credits. Offered spring only.
 LAWS*305 - Federal Income Tax - 4 credits. Offered fall only.
 LAWS*307 - Trusts & Estates - 3 credits. Offered fall and spring.
 LAWS*311 - Evidence - 3 credits. Offered fall only.
 LAWS*323 - Commercial Law - 4 credits. Offered spring only.
Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: "first tier" learning outcomes and "second tier" learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

1. Reading cases, statutes and regulations effectively to glean rules and—if in play—the developmental history and policies underlying the rules.
2. Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
3. Applying applicable rules effectively to understand potential arguments and counter-arguments in new and unfamiliar factual situations.
4. Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.

5. Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
6. Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

1. The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
2. Core doctrine and theory in “foundation” areas, including those that will be tested on the bar examination.
3. The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.
4. Appellate review standards and practices.
5. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
2. Competency in listening effectively to clients and others.
3. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
4. At least a basic understanding of principles of logic and rhetoric.
5. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Competency in legal research, including effective use of technology for that research.
2. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney’s professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
2. Knowledge and understanding of the attorney’s ethical obligation to represent clients diligently and competently.
3. Knowledge and understanding of the attorney’s ethical obligation to behave professionally and civilly.
4. Knowledge and understanding of the attorney’s ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
5. Knowledge and understanding of the attorney’s ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

1. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
2. At least novice-level competency in collaborative work approaches.
3. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
4. At least novice-level understanding of and competency in effective negotiation practices.
5. At least novice-level understanding of and competency in “learning how to learn” (techniques for finding guidance for unfamiliar tasks).
6. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in listening and in communication modes and skills in different settings.
4. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
5. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
3. Understanding of the psychology of decision-making.
4. Understanding of the ethical issues in negotiation.
5. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
6. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
2. Understanding of the Standards of Conduct for Mediators.
3. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
4. Understanding of effectiveness as a consumer of mediation.
5. Competency as an advocate in the mediation context.
6. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the rules and regulation of arbitration.
2. Understanding of the contractual issues and framework of arbitration.
3. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.

4. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
2. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
2. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
3. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.

4. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
2. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
6. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in listening and in communication modes and skills in different settings.
4. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
5. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of the psychology of decision-making.
3. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
4. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are

expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
2. Understanding of the emotional and psychological impact of divorce on family members.
3. Understanding of child development principles and how parental separation and conflict affects child development.
4. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
5. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
2. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
3. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
4. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
5. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and on-going self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in managing relationships with clients, other parties, and with counterparts.
2. Understanding of, and competency in, interviewing and counseling family law clients.
3. Competency in managing conflict for effective problem-solving.
4. Competency in listening, and in using effective communication skills.
5. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation and mediation theory and terminology.
2. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
3. Understanding of the ethical and negotiation principles in Collaborative Practice.
4. Understanding of the psychology of decision-making.
5. Understanding of the ethical issues in negotiation and mediation.
6. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
2. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
6. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
2. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
3. Understanding of how insurance reimbursement policies affect the health care delivery system.
4. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.
5. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the major health law statutes including, but not limited to:
Medicare
Medicaid
Patient Protection and Affordable Care Act
Health Information and Technology for Economic and Clinical Health Act (HITECH)
Emergency Medical Treatment and Active Labor Act (EMTALA)
Health Insurance Portability and Accountability Act (HIPAA)
The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
Fraud and Abuse Statute
Ethics in Patient Referrals Act (Stark Act)
2. Understanding of the connection between the legislative process and regulatory agency rule-making.
3. Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client’s particular circumstances.
4. Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients’ rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of

the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians' practices.
2. Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
3. Understanding of the key policy questions relating to public health insurance.
4. Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
5. Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
6. Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
2. Understanding of, and competency in, examining and discussing the question of whether or not there is a "right" to health care for both citizens and immigrants.
3. Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
4. Understanding of the tension between the ethical expectations and the legal obligations of physicians.
5. Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
6. Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of

knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

1. Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
2. Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
3. Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
4. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understating of, and competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
2. Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
3. Competency in listening effectively to clients and others in the international context.
4. Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
5. Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in legal research, including effective use of technology for that research, in the international context.
2. Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the

attorney's professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the ethical implications of differing political systems.
2. Understanding of the ethical implications of differing legal systems.
3. Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the law of patents, trademarks, copyrights, and trade secrets.
2. Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
3. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
4. Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
2. Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
3. Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in IP legal research, including effective use of specialized resources for IP matters.
2. Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in advising clients on choices of process/forum in the context of the specific IP problem.
4. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
2. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in reading and comprehending case law related to tax law.
2. Competency in reading and comprehending the Internal Revenue Code and Regulations.
3. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
4. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
5. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
2. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
3. Competency in assessing the likely tax implications of actions of a client.
4. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of tax law, policy, and procedure.
2. Competency in tax research.
3. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
2. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
3. Understanding of the federal and state laws and regulations governing labor law.
4. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in interviewing and counseling clients in workplace cases.
3. Competency in managing conflict for effective problem-solving.
4. Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of the role and practice of arbitration in the labor and employment context.
3. Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
4. Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
5. Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
6. Understanding of how to plan for and conduct effective litigation in labor and employment cases.

Concentrations

There are eight optional concentrations offered within the juris doctor degree program.

- Civil Advocacy and Dispute Resolution (p. 475)
- Criminal Law and Advocacy (p. 476)
- Family Law (p. 478)
- Health Law (p. 479)
- Intellectual Property (p. 481)
- International Law and Policy (new Fall 2017) (p. 482)
- Tax Law (p. 483)
- Workplace Law (p. 484)

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. 491), 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. 491).

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
First Year		
Fall Semester		
LAWS 101	Civil Procedure I	2
LAWS 103	Contracts I	2
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
Credits		10
Spring Semester		
LAWS 102	Civil Procedure II	3

LAWS 104	Contracts II	4
LAWS 112	Legal Skills II	2
Credits		9
Second Year		
Fall Semester		
LAWS 105	Property	4
LAWS 113	Criminal Law	3
Core Elective ¹		4
Credits		11
Spring Semester		
LAWS 110	Constitutional Law	4
Core Elective ¹		4
Experiential Course ²		3
Credits		11
Summer Semester		
Core Elective / General Elective ³		3
Credits		3
Third Year		
Fall Semester		
Core Elective ¹		4
Experiential Course ²		2
General Electives		4
Credits		10
Spring Semester		
Core Elective ¹		4
Experiential Course ²		2
General Electives		4
Credits		10
Fourth Year		
Fall Semester		
Core Elective ¹		3
Experiential Course ²		2
General Electives		6
Credits		11
Spring Semester		
Core Elective ¹		4
Generals Electives		7
Credits		11
Total Credits		86

¹ Part-time students must take two core electives by the end of the second year. Fewer core elective credits in the second year can be taken if one or more core electives in the summer between the first and second years have been completed.

Core electives are:

LAWS 114 - Administrative Law - 3 credits.

LAWS 205 - Business Organizations - 4 credits.

LAWS 305 - Federal Income Tax - 4 credits.

LAWS 307 - Trusts & Estates - 3 credits.

LAWS 311 - Evidence - 3 credits.

LAWS 323 - Commercial Law - 4 credits.

Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

- ² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student also must satisfactorily complete “one or more experiential course(s) totaling at least 6 credits,” as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as “experiential courses” that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.
- ³ Taking at least one summer course over the course of study will be necessary to reach the required 86 credits needed for graduation by the end of your fourth year.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: “first tier” learning outcomes and “second tier” learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

1. Reading cases, statutes and regulations effectively to glean rules and –if in play–the developmental history and policies underlying the rules.
2. Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
3. Applying applicable rules effectively to understand potential arguments and counter-arguments in new and unfamiliar factual situations.

4. Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.
5. Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
6. Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

1. The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
2. Core doctrine and theory in “foundation” areas, including those that will be tested on the bar examination.
3. The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.
4. Appellate review standards and practices.
5. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
2. Competency in listening effectively to clients and others.
3. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
4. At least a basic understanding of principles of logic and rhetoric.
5. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Competency in legal research, including effective use of technology for that research.
2. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney’s professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

1. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
2. Knowledge and understanding of the attorney's ethical obligation to represent clients diligently and competently.
3. Knowledge and understanding of the attorney's ethical obligation to behave professionally and civilly.
4. Knowledge and understanding of the attorney's ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
5. Knowledge and understanding of the attorney's ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

1. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
2. At least novice-level competency in collaborative work approaches.
3. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
4. At least novice-level understanding of and competency in effective negotiation practices.
5. At least novice-level understanding of and competency in "learning how to learn" (techniques for finding guidance for unfamiliar tasks).
6. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in listening and in communication modes and skills in different settings.
4. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
5. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
3. Understanding of the psychology of decision-making.
4. Understanding of the ethical issues in negotiation.
5. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
6. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
2. Understanding of the Standards of Conduct for Mediators.
3. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
4. Understanding of effectiveness as a consumer of mediation.
5. Competency as an advocate in the mediation context.
6. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the rules and regulation of arbitration.
2. Understanding of the contractual issues and framework of arbitration.

3. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.
4. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
2. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
2. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
3. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.

4. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
2. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
6. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in listening and in communication modes and skills in different settings.
4. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
5. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of the psychology of decision-making.
3. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
4. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are

expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
2. Understanding of the emotional and psychological impact of divorce on family members.
3. Understanding of child development principles and how parental separation and conflict affects child development.
4. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
5. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
2. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
3. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
4. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
5. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and ongoing self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in managing relationships with clients, other parties, and with counterparts.
2. Understanding of, and competency in, interviewing and counseling family law clients.
3. Competency in managing conflict for effective problem-solving.
4. Competency in listening, and in using effective communication skills.
5. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation and mediation theory and terminology.
2. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
3. Understanding of the ethical and negotiation principles in Collaborative Practice.
4. Understanding of the psychology of decision-making.
5. Understanding of the ethical issues in negotiation and mediation.
6. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
2. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
3. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
4. Understanding of, and competency in, direct and cross examination techniques.
5. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
6. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency”

to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
2. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
3. Understanding of how insurance reimbursement policies affect the health care delivery system.
4. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.
5. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the major health law statutes including, but not limited to:
Medicare
Medicaid
Patient Protection and Affordable Care Act
Health Information and Technology for Economic and Clinical Health Act (HITECH)
Emergency Medical Treatment and Active Labor Act (EMTALA)
Health Insurance Portability and Accountability Act (HIPAA)
The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
Fraud and Abuse Statute
Ethics in Patient Referrals Act (Stark Act)
2. Understanding of the connection between the legislative process and regulatory agency rule-making.
3. Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client's particular circumstances.
4. Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients' rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians' practices.
2. Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
3. Understanding of the key policy questions relating to public health insurance.
4. Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
5. Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
6. Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
2. Understanding of, and competency in, examining and discussing the question of whether or not there is a “right” to health care for both citizens and immigrants.
3. Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
4. Understanding of the tension between the ethical expectations and the legal obligations of physicians.
5. Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
6. Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

1. Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
2. Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
3. Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
4. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
2. Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
3. Competency in listening effectively to clients and others in the international context.
4. Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
5. Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in legal research, including effective use of technology for that research, in the international context.
2. Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the attorney's professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the ethical implications of differing political systems.
2. Understanding of the ethical implications of differing legal systems.
3. Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the law of patents, trademarks, copyrights, and trade secrets.
2. Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
3. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
4. Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
2. Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
3. Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in IP legal research, including effective use of specialized resources for IP matters.
2. Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in managing conflict for effective problem-solving.
3. Competency in advising clients on choices of process/forum in the context of the specific IP problem.
4. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
2. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in reading and comprehending case law related to tax law.
2. Competency in reading and comprehending the Internal Revenue Code and Regulations.
3. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
4. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
5. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
2. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
3. Competency in assessing the likely tax implications of actions of a client.
4. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of tax law, policy, and procedure.
2. Competency in tax research.
3. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
2. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
3. Understanding of the federal and state laws and regulations governing labor law.
4. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
2. Competency in interviewing and counseling clients in workplace cases.
3. Competency in managing conflict for effective problem-solving.
4. Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

1. Understanding of negotiation theory and terminology.
2. Understanding of the role and practice of arbitration in the labor and employment context.
3. Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
4. Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
5. Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
6. Understanding of how to plan for and conduct effective litigation in labor and employment cases.

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 45 credits, and the JD normally requires 86 credits. However, the dual-degree program requires only 33 business credits and 77 law credits, a savings of 20 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.

View the MBA curriculum (p. 392).

View the JD curriculum (p. 457).

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 coursework 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 coursework 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 the summer of their second year.

Dual-Degree JD/MSW

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433; Carolyn Kaas (carolyn.kaas@qu.edu) 203-582-3234

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 and 60 for the MSW. Students in the dual-degree program

are required to complete only 131 total credits. Dual-degree students earn 1) their JD 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 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.

For more information on this program, see the Social Work page. (<http://catalog.qu.edu/graduate-studies/health-sciences/jd-msw/>)

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. Coursework

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 Coursework

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 Exp	2-3
LAWS 428	Negotiation	2-3
LAWS 515	Alternative Dispute Resolution Exp.	2-3

¹ 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 338	Visual Persuasion in the Law Exp (*)	3
LAWS 347	Remedies (*)	3-4
LAWS 356	Arbitration (*)	3
LAWS 357	Federal Courts (*)	3
LAWS 372	Representation in Mediation Exp (*)	2
LAWS 374	Introduction to Mediation (*)	2
LAWS 539	Intro. to Dispute Res. in Healthcare (*)	2-3
LAWS 574	Pretrial Litigation in State Courts (*)	2-3
LAWS 599	Intro to Representing Clients (*)	2

Other related courses:

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 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

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 noncredit competition in mock trial, negotiation or representing clients in mediation to satisfy the requirement of 1 or 2 credits of coursework 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. 491), 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 coursework 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 coursework 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. Coursework

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 coursework 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
	Prosecution Appellate Clinic (LAWS 301, 302, & 303)	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 Coursework:

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 Exp	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 Exp.	

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 Exp	2-3
LAWS 316	Advanced Trial Practice	2
LAWS 318	Mock Trial ²	1-2
LAWS 338	Visual Persuasion in the Law Exp	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	Advanced 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 515	Alternative Dispute Resolution Exp. ¹	2-3
LAWS 525	Moot Court I ³	1
LAWS 551	Federal Criminal Law	2
LAWS 599	Intro to Representing Clients	2
LAWS 602	Law and Forensic Science	2

LAWS 615	Conn. Adjudicative Criminal Procedure	2
LAWS 636	Sentencing, Prisons, and Reentry	2

- ¹ 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)
- ² 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)
- ³ 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. 491), 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 coursework 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
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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. Coursework

Required Coursework

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	
LAWS 435	Advanced Family Law I - S	2-3
LAWS 438	Advanced Family Law II	2-3
LAWS 371	Divorce and the Divorcing Family	1-3
Select one of the following courses:		2-3
LAWS 372	Representation in Mediation Exp	

LAWS 374 Introduction to Mediation

LAWS 428 Negotiation

LAWS 515 Alternative Dispute Resolution Exp.

Recommended Core Courses

(Not all of these are offered every year.)

Code	Title	Credits
LAWS 307	Trusts and Estates	3
LAWS 384	Juvenile Law	3
LAWS 385	Advanced Juvenile Law - Child Protection Practices	2
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Advanced Juvenile Law: Delinquency Proceedings	2
LAWS 388	Elder Law	2-3
LAWS 600	Law and Gender	2
LAWS 644	Elder Law Lab Exp	1
LAWS 646	Children, Social Science, and the Law	3
LAWS 684	Race, Child Welfare, and Juven	3

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	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 315	Trial Practice Exp	2-3
LAWS 369	Real Estate Transactions	3
LAWS 374	Introduction to Mediation	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 ¹	1
LAWS 526	Moot Court II ¹	1-2
LAWS 528	Moot Court III ¹	1

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

¹ 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. 491), 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 coursework 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:

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275 Mount Carmel Avenue
Hamden, CT 06518
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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). Credits for these courses will not count toward the 21-credit concentration requirement, but grades will count toward the GPA honors requirement. If a student elects to take both Business Organizations and Business Planning, the higher grade will count towards the GPA honors requirement, but the credits will not.
- 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.
- 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 full-time student's second year, if possible. Part-time students should try to take them in the second semester of their second year or the first semester of their third year.

1. Coursework

In addition to the above requirements, in order to receive the Certificate for this Concentration, a student must earn an additional eighteen (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
LAWS 685	Health Policy	3

Non-Core Health Law Courses:

The balance of the credits (to 18), 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 340	Corporate Compliance in Health Care Industry ¹	3
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
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 414	Food Law	2-3
LAWS 450	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law ¹	3
LAWS 587	Disability Law	2
LAWS 588	Health Law Journal I	3
& LAWS 589	and Health Law Journal II	
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

¹ 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
Providers (e.g., hospitals, physician groups, nursing homes)		
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	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law	3
LAWS 340	Corporate Compliance in Health Care Industry	3

Code	Title	Credits
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Business & Governmental Entities (e.g., insurance carriers, pharmaceutical and device manufacturers, biotechnology research/manufacturing entities, regulatory agencies)

LAWS 340	Corporate Compliance in Health Care 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	Health Care 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
LAWS 633	Intellectual Property in Health Care	2

Code	Title	Credits
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Private Parties (e.g., patients, LLCs, individual practitioners)

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 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 a Clinic (i.e., Civil Justice Clinic, Tax Clinic, Prosecution Appellate Clinic, Defense Appellate Clinic) and/or in a health law externship. These credits are in addition to the basic 21-credit concentration requirement.

a. Determination of the "health law" status of any given externship will be made by the concentration director and the director of field placement programs.

b. 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 full-time student seeking a waiver from the clinic/externship requirement must apply for the waiver no later than the beginning of the first semester of their third year.*

c. If the clinical requirement is waived, the student must earn the 3 credits by taking an additional course(s) in the concentration.

4. Writing Requirement

The substantial paper written to fulfill the Advanced Writing Requirement (p. 491) 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 coursework used for the concentration will receive the certificate for the concentration with honors.

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. Coursework

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 Coursework

At least 15 of the 18 credits must be earned from the following list of basic intellectual property courses:

Code	Title	Credits
Required Course		
LAWS 331	Intellectual Property	3-4
Choose from the following basic intellectual property courses		
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 332	Patent Law	2
LAWS 333	Advanced Patents	2-3
LAWS 335	Patent Litigation	2
LAWS 417	Intellectual Property Externship ¹	2-5
LAWS 437	Computer and Internet Law	2
LAWS 506	Entertainment Law	2
LAWS 509	Sports Law	2
LAWS 596	Franchise Law	3

¹ Externship with intellectual property emphasis (up to 6 credits with written approval by the concentration director)

² Independent Research – with intellectual property emphasis (with written approval by the concentration director and the supervising professor)

Remaining Credits

Code	Title	Credits
Choose from the following courses related to intellectual property:		
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 350	Health Care Antitrust	3-4
LAWS 409	Drug and Device Law	2-3
LAWS 430	International Trade	3
LAWS 516	International Business Trans.	3
LAWS 633	Intellectual Property in Health Care	2
LAWS 650	Cybersecurity	2-3

Other coursework 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. 491), 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 coursework 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 coursework, 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. Coursework

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
Required courses		
LAWS 361	International Law	3
LAWS 516	International Business Trans.	3
Core courses		
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 Exp.	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

Students must complete a paper of a quality that would satisfy the Advanced Writing Requirement (p. 491) 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 coursework 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
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Tax Law Concentration

(Updated effective September 1, 2020)

Requirements

To receive the certificate for this concentration, you must earn 20 tax credits (consisting of 17 credits in tax and related coursework 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 20-credit concentration requirement, but the grade in this prerequisite does count toward the GPA requirement for honors.

1. Required Coursework

In addition to Federal Income Tax (LAWS 305) (credits for which do not count toward the 20-credit requirement), you must take at least 17 credits from the following lists of courses, all of which count toward the 20-credit requirement for the concentration.

Tax Courses

At least 11 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 ¹	2
LAWS 293	Independent Research Project W ¹	3
LAWS 309	Estate and Gift Taxation	2
LAWS 312	Partnership Tax	2-3
LAWS 313	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 393	Business Planning	4
LAWS 395	Corporate Tax	2
LAWS 450	Nonprofit Organizations	2
LAWS 454	Advanced Corp. Tax	2
LAWS 475	Tax Procedure - Civil	2
LAWS 477	International Tax	2
LAWS 504	Tax Policy- S, W	2
LAWS 519	State & Local Tax	2
LAWS 580	Taxation of Bus. Enterprises	4
LAWS 581	Tax Research - S,W ¹	2
LAWS 631	Financial Planning: Principles and Taxat	2-3
LAWS 670	Tax Deals Workshop	2

¹ 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
LAWS 628	Estate Planning & Drafting	2

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 20-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, ONE 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 School of Law's advanced writing requirement, provided that the work meets the guidelines for the advanced writing requirement as set forth in the academic catalog Academic Regulations (p. 491), section I.D.) The topic or topics for the written work used to satisfy this requirement must be approved by the concentration director. A paper written for a journal may qualify, if the topic is approved by the concentration director.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework 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 Brad Saxton
Director, Workplace Law Concentration
Quinnipiac University School of Law
275 Mount Carmel Avenue
Hamden, CT 06518
Phone: 203-582-3642
Email: brad.saxton@qu.edu

Workplace Law Concentration Requirements

1. Coursework

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 Exp. 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 Exp	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 Exp	2-3
LAWS 338	Visual Persuasion in the Law Exp	3
LAWS 347	Remedies	3-4
LAWS 357	Federal Courts	3
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 574	Pretrial Litigation in State Courts	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. 491)).

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework 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 coursework 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 LAWS 111 and LAWS 112, 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.

LAWS 599, 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 School of Law, offering free legal services in a variety of practice areas to low-income people living in the 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. 491), 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.

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

ACADEMIC REGULATIONS

Academic rules and regulations are subject to change by decision of the faculty at any time. Please also refer to the Student Conduct Code (p. 507) and the Honor Code (p. 500).

Academic Regulations

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. 492).
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

Full-time students must complete at least three of the core electives by the end of their 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 their 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

Part-time students must complete at least two of the core electives by the end of their second year, and the rest of their 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. Experiential Learning Requirement

Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

E. 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 Society. 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. The student does not need to be selected to the Moot Court Society in order for their brief to satisfy the requirement.

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.

Any paper written in connection with a course or courses used to satisfy the 6-credit Experiential Education Requirement may be used to satisfy a short paper requirement but not the substantial paper requirement.

F. 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 (LAWS 294) after taking Tax Clinic (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 their 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 their 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

G. 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. 492) 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.

H. 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.

I. 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 their 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. 496), 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 their 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 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

Full-time students must devote substantially all of their 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 their 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 their 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 their 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.

G. General Preparation Requirement

For each course, a student is expected to spend an amount of time on out-of-class work that satisfies the Law School's ABA Standard 310 Policy, attached as Appendix B to these regulations.

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 their 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 contact the associate dean or registrar. 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

HONOR CODE

I. Statement of Purpose

Quinnipiac University School of Law operates under an Honor Code.¹ The legal profession is responsible for enforcing its own standards of conduct, and the School of Law operates accordingly. Law students are preparing for entry into a profession that requires ethical conduct and integrity of its members. In order for graduates to enter the profession, the school must certify that they are of good moral character. Accordingly, students at the School of Law are expected to abide by the standards of conduct contained in this Honor Code in their dealings with members of the School of Law community and in their personal affairs.

Each law student shall be responsible for the Honor Code's implementation. Students are therefore obligated not only to follow these standards of conduct, but also to take an active role in encouraging other students to respect them. As with the American Bar Association's *Model Rules of Professional Conduct*, the keystone of our Honor Code is self-regulation.

The Honor Code Committee will be responsible for administration of the Code. If in doubt as to whether past conduct triggers a duty to report under this code, students are encouraged to make appropriate inquiries of either the committee or a faculty member designated as a "confidential adviser" for purposes of this code and obligated to keep all information pertaining to an alleged violation confidential, except as otherwise provided in subsection IV.E(3). If in doubt as to whether future conduct would constitute a violation of this code, students are encouraged to make appropriate inquiries of their professors or, if necessary, the committee. This responsibility to inquire is analogous to the one that students will have in the future, as members of the bar, to make inquiries of the appropriate bar officials if in doubt as to whether particular conduct violates applicable rules of professional conduct.

The Honor Code is based on a common law approach rather than a statutory one. That is, behavior that is impermissible is not defined in exhaustive detail. Instead, broad categories are stated, followed by examples. The broad categories of acceptable behavior refer to standards of the academic world as well as to rules and regulations of the profession and of everyday life.

II. Jurisdiction

A. Persons Subject to this Code

This Honor Code applies to every student enrolled or matriculated in the School of Law, except as provided in subsection IV.AA of this Code ("Administration of Code After Graduation or Other Separation").

B. Matters Subject to this Code

(1) This Honor Code applies to *all academic matters*, including, but not limited to:

(a) Any work performed for a course, writing program, or seminar, such as an examination, research, or other assignment;

(b) Any work performed in connection with participation in an activity for which credit may be given, such as law review, moot court, or clinics and externships;

(c) Any work performed in connection with participation in law-related competitions; and

(d) Any written or oral representation made with respect to academic achievement, such as a transcript, resume, educational record, or statement about grade point average or academic honors.

(2) This Honor Code applies to *non-academic matters* to the extent that they fall within the scope of Rule 8.4 of the ABA Model Rules of Professional Conduct.

C. Broad Construction; Overlapping Jurisdiction

This Honor Code shall be construed broadly in accordance with its Statement of Purpose. Any acts, whether undertaken within the School of Law, on university property, or elsewhere, are subject to all other applicable policies, procedures, rules, sanctions, and conditions of the School of Law and university. Thus, the institution of proceedings and results reached under this Honor Code shall not limit the authority of the School of Law or university, or its faculty or administrators, from enforcing all other applicable policies, procedures, rules, sanctions, and conditions. For example, nothing in this Honor Code shall limit the authority of: (a) the School of Law or university from acting administratively to protect public safety and the educational mission of the School of Law or university; (b) the School of Law from enforcing the Student Conduct Code; (c) the School of Law Admissions Committee from acting on any misrepresentation made in a student's application for admission; (d) School of Law faculty from lowering a student's grade or requiring the student to retake an examination; or (e) School of Law and University administrators from enforcing the law school's Sexual Harassment Policy. Likewise, enforcement of applicable policies, procedures, rules, sanctions, and conditions by the School of Law or university, or its faculty or administrators, shall not preclude the institution of proceedings or limit the results reached under this Honor Code.

D. Relationship to Rules of Bar Examining Committees and Similar Organizations.

The disclosures and reporting obligations required by this Code (for example, the "Duty to Disclose" and the "Duty to Report" under subsections III.C and IV.E(1) of this Code, respectively) are independent of the disclosures required of students, staff, and faculty by any bar examining committee or similar organization. Nothing in this Code shall expand, limit, or otherwise control the disclosures and reporting obligations required by any bar examining committee or similar organization. For example, a student's disclosure of a criminal conviction to the dean of the School of Law ("dean") pursuant to this code does not obviate the need for the student to disclose that conviction to a bar examining committee requesting such information. Similarly, nothing in this code shall prevent the dean from making any disclosures that may be required by a bar examining committee or similar organization.

III. Standards of Conduct

A. Honesty in Use of Ideas and Information

(1) *Inappropriate use of others' work.* In contexts in which citation is expected, a student may not use the words, thoughts, or ideas of another without attribution consistent with standard legal citation manuals (e.g., *ALWD Citation Manual* or *Bluebook*), so that they seem as if they are the student's own. This type of misconduct can take many forms. The most flagrant forms include a student's copying someone else's work word-for-word or turning in a paper written by another with the student's name as the author. Other examples include, but are not limited to, rewriting

someone else's work with only minor changes, summarizing another's work, or taking another person's ideas without acknowledging the source through proper attribution and citation.

Evidence that a student has inappropriately used the work of others includes, but is not limited to:

- (a) when significant sections of the paper match other sources and no attribution is given to those sources;
- (b) when any portion of the paper borrows heavily from a particular source, including the Internet — whether verbatim or paraphrased — and the source is not acknowledged; and
- (c) when a student fails to follow conventions for indicating direct quotations (e.g., when a paraphrase is too close to the original or when an actual direct quotation is not indicated). Failure to identify direct quotations is evidence of inappropriate usage regardless of whether the source is actually cited.

Students sometimes make minor mistakes in completing academic assignments. While one missing citation in a paper will, in most instances, be considered a careless mistake rather than inappropriate use of another's work, multiple instances of failing to provide proper attribution through quotation marks or citations are evidence that a student has inappropriately used the work of others. If in doubt as to whether citation is expected or what constitutes inappropriate use of others' work, a student should consult with the professor.

(2) *Cheating.* A student may not use or attempt to use prohibited materials or sources in connection with any academic matter. If in doubt as to what materials or sources are prohibited, a student should consult with the professor.

(3) *Prohibited assistance or collaboration.* A student may not give or receive prohibited aid on any academic matter. If in doubt as to what aid is prohibited, a student should consult with the professor.

(4) *Multiple submissions.* Except as provided below, a student may not submit work that the student has done in connection with any previous academic matter as if it were new and original work, nor may a student submit the same work in contemporaneous academic matters. Although professors occasionally may be willing to let students use previous work as the basis for new work, professors expect students to do new work for each class. A student seeking to submit a piece of work for more than one class must have the express prior approval of both professors. If in doubt as to what may constitute a multiple submission, a student should consult with both professors.

B. Honesty with Respect to Academic Achievement

A student may not lie about or misrepresent the student's work, academic records, credentials, or other academic matters or information. Examples of deception and misrepresentation include, but are not limited to, forging signatures, forging letters of recommendation, forging a transcript, falsifying internship or clinic documentation, falsifying pro bono records, and falsifying information in an application or on a resume.

C. Duty to Disclose

(1) *Failing to make timely disclosure of factual irregularities, discrepancies, and material omissions in admissions application.* A student has a continuing responsibility to ensure the completeness and correctness of the student's admissions application to the School of Law by disclosing to the associate dean for academic affairs any factual irregularities, discrepancies, or material omissions in the student's application from the

time the student submits the application to the School of Law until the time the student graduates. Disclosure must be made within thirty (30) business days of when the student actually or constructively knows of the irregularity, discrepancy, or omission.

(2) *Failure to make timely disclosure of charges, arrests, convictions, and formal accusations.* A student has an obligation to disclose any conviction on the student's admissions application to the School of Law. Furthermore, from the time the student submits an admissions application to the School of Law until the time the student graduates, a student has a continuing obligation to disclose to the associate dean for academic affairs any charge, arrest, or conviction, and any formal accusation that the student engaged in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation. When events requiring disclosure occur after submission of an admissions application, disclosure must be made within thirty (30) business days of such charge, arrest, conviction, or formal accusation.

D. Respect for Standards of Conduct

(1) *Failure to cooperate with administration of code.* Failure to cooperate with the administration of this code as set forth in Section IV ("Administration of Honor Code") is, itself, a violation of this code. Failure to cooperate with the administration of this code includes, but is not limited to, failing to report conduct that a student knows is a violation of this code or making an accusation with no reasonable grounds for believing that the accused student has violated this code.

(2) *Attempting to violate or facilitating a violation of code.* A student may not attempt to violate, or knowingly help someone else violate or attempt to violate, this Honor Code. Facilitating a violation includes, but is not limited to, giving someone work product to submit as his or her own or allowing someone to cheat from one's examination, research, or assignment.

E. Fair and Equal Access to the Education Process

(1) *Misappropriation of and damage to academic materials.* A student may not damage, misappropriate, or disable academic resources so that others cannot use them. This includes, but is not limited to, removing pages from books, stealing books or articles, and deleting or damaging computer files intended for others' use.

(2) *Inappropriate use of technology.* A student may not use network or computer access inappropriately. Examples include, but are not limited to: tampering with another student's account so that the student cannot complete or submit an assignment; stealing a student's work through electronic means; knowingly spreading a computer virus; or misusing a Westlaw or Lexis account.

(3) *Compromising examination security.* A student may not invade the security maintained for the preparation or storage of examinations, tamper with exam-making or exam-taking software, identify oneself on an exam without the express prior approval of the professor, or discuss any part of an examination with a student who has not yet taken that examination but is scheduled to do so.

(4) *Unfair Advantage.* A student may not commit any act that the student knows may give the student or another student an unfair advantage or may interfere with the education process. Examples of violations of this subsection include, but are not limited to: (a) falsification of hours on a project where the number of hours is a requisite for credit; (b) use of materials in a research project which are prohibited by the written assignment instructions; (c) use of unauthorized materials in the course of preparing for or taking an exam; (d) intentional dishonesty

in oral arguments for Moot Court, Trial Practice courses, or other scholastic competitions; (e) obtaining an unauthorized copy of or unauthorized information about an examination or other assignment prior to its distribution or facilitating another's attempt to do so; (f) continuing to write, edit, or otherwise work on an examination or other assignment when the time allotted has elapsed; and (g) misappropriating examinations or other assignments for any purpose after they are completed. If in doubt as to what may constitute an unfair advantage, a student should consult with the professor.

F. Compliance with Model Rules of Professional Conduct

As a prospective lawyer, a student must comply with Rule 8.4 of the ABA Model Rules of Professional Conduct. Any conduct that would bring sanctions under Rule 8.4 of the Model Rules violates the Honor Code. This includes, but is not limited to, engaging in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation; or committing a criminal act that reflects adversely on the lawyer's honesty, trustworthiness, or fitness as a lawyer in other respects. Relationship to fitness shall be construed in accordance with the Model Rules and relevant case law. Generally speaking, offenses involving violence, dishonesty, breach of trust, or serious interference with the administration of justice reflect adversely on one's fitness as a lawyer. A pattern of repeated offenses, even ones of minor significance when considered separately, can also reflect adversely on one's fitness as a lawyer.

IV. Administration of Honor Code

A. Notice of Honor Code; Honor Code Affirmation

Notice of this Honor Code shall be provided to each student upon his or her acceptance to the School of Law. Each student who enrolls at the School of Law must affirm as follows, both verbally and in a signed writing, and before beginning classes:

"I [state name], as a student entering Quinnipiac University School of Law, understand that I am joining an academic community and am embarking on a professional career. The School of Law and the legal profession share important values that are reflected in the School of Law's Honor Code. I have read this Code and will conduct my academic, professional, and personal life to honor the values reflected therein."

B. The Honor Code Pledge

Although the Honor Code applies generally to all students' actions, the submission of examinations presents a unique opportunity to reinforce its importance. Therefore, all students shall sign the following Honor Code Pledge, using their examination number.

"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."

C. Honor Code Committee

The Honor Code Committee shall consist of four (4) faculty members appointed by the dean at the beginning of each academic year, and eight (8) students chosen by the Student Bar Association ("SBA"), in any manner the SBA deems suitable, at the beginning of each academic year. The dean shall designate one faculty member as committee chair.

At the beginning of the semester, the dean shall designate one (1) additional faculty member as an alternate faculty member. The alternate faculty member will serve on the committee if a faculty member on the committee becomes unable to serve for any reason. The SBA shall likewise designate one (1) alternate student to serve on the committee if a student on the committee becomes unable to serve for any reason.

D. Questions Regarding Future Conduct

If in doubt as to whether future conduct would constitute a violation of this code (e.g., whether a proposed act would constitute an unfair advantage), a student is encouraged to make appropriate inquiries of their professors or, if necessary, the committee.

E. Reporting Violations

(1) *Duty to Report.* A person who knows that a student has violated the Honor Code must report the alleged violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. Any person who does not know – but has reasonable grounds for believing – that a student has violated the Honor Code may report the possible violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. The associate dean or committee member (other than the Honor Code committee chair) shall not conduct an inquiry into the alleged violation but shall instead notify the Honor Code committee chair.

(2) *Inquiries of Suspected Violator Encouraged.* A student who observes or learns of an apparent violation is encouraged to make inquiries of the suspected violator. If an explanation is given that clears up the matter, i.e., the witnessing student believes there was no violation, this should end the matter.

(3) *Inquiries of "Confidential Adviser" or Honor Code Committee Members Encouraged.* A student who is uncertain whether past conduct triggers a duty to report under this code is encouraged to make appropriate inquiries of a faculty member who is designated as a "confidential adviser" for purposes of this code. A confidential adviser is obligated to keep all information pertaining to an alleged violation confidential, except that confidentiality is waived if: (a) an accused student invokes the confidential adviser's advice as a defense to an alleged violation; or (b) the alleged violation constitutes criminal conduct or a threat to public safety. At the beginning of each academic year, the dean shall designate two (2) faculty members who are not Honor Code committee members as "confidential advisers."

A student who is uncertain whether past conduct triggers a duty to report under this code may also make appropriate inquiries of the committee. Members of the committee are not confidential advisers; they have a duty under this code to report conduct they know constitutes a violation of the code.

F. Preliminary Inquiry/Reasonable Grounds Determination

Upon receipt pursuant to Section IV.E(1) of a report of an alleged Honor Code violation, the Honor Code committee chair shall conduct a preliminary inquiry to determine whether reasonable grounds exist to support the conclusion that the alleged or possible violation occurred. If the committee chair so concludes, the committee chair shall refer the matter as soon as possible to an Advocate Team, pursuant to Section IV.G. If the committee chair concludes that there are not reasonable grounds for concluding that the alleged violation occurred, the committee chair shall deem the matter concluded.

In conducting the preliminary inquiry required by this subsection IV.F, the Honor Code committee chair shall consult with the associate dean of academic affairs.

On a periodic basis, the Honor Code committee chair shall report to the Honor Code Committee on any recent matters that the chair deemed concluded after the chair's preliminary inquiry revealed no reasonable grounds for concluding that an alleged Honor Code violation had occurred.

G. Advocate Team and Faculty Adviser

The Advocate Team shall consist of two (2) students from the Honor Code Committee, both appointed by the committee chair in rotation. The Team shall be responsible for investigating alleged violations of the Honor Code; deciding whether to bring charges against the accused student; preparing and presenting the case against the accused student before a Hearing Panel; and structuring and conducting negotiations with the accused student, or with the student, private attorney, or other person assisting the accused student, after charges have been brought.

The committee chair shall also appoint a faculty member on the committee to serve as a faculty adviser to the Advocate Team. Under no circumstances shall the faculty adviser present the case against the accused student – that responsibility belongs to the Advocate Team alone.

H. Investigation and Charging Decision

The Advocate Team may investigate in any reasonable manner, including meeting with the accused student.

(1) *Request for Meeting and Advisement of Rights.* Before meeting with the accused student, the Advocate Team shall give him or her the following Request for Meeting and Advisement of Rights, in writing:

QUINNIPIAC UNIVERSITY SCHOOL OF LAW

HONOR CODE ADVOCATE TEAM

REQUEST FOR MEETING AND ADVISEMENT OF RIGHTS

As members of the Quinnipiac School of Law Honor Code Advocate Team, we are conducting an investigation into allegations that you violated the Honor Code. This is an investigation only, and no charges have been brought against you. As part of our investigation, we would like to speak with you about the alleged violations of the Honor Code.

You have the right to choose not to meet with us. If you choose not to meet with us, or if you choose to meet with us but refuse to answer questions, a Hearing Panel may treat your failure to cooperate as a basis for drawing adverse inferences.

You also have the right to have someone present at the meeting to assist you. In accordance with the Honor Code, you may secure assistance from any student, private attorney, or other individual you choose, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter.

If we decide to bring charges against you, anything you say at such a meeting may be used against you at an Honor Code Hearing. For the sake of convenience, we will record our meeting (if you agree to such a meeting), on a laptop.

Please complete the following and return to us no later than [date]. The failure to respond to this Request for Meeting in the time allotted

constitutes a failure to cooperate with administration of the Honor Code and is therefore, itself, a violation of the Code. If you have any questions about this Request, please contact us immediately.

I, [name], have read and understand the QUSL Honor Code Advocate Team Request for Meeting and Advisement of Rights.

Check the appropriate box(es):

I do not wish to meet with the Honor Code Advocate Team.

I wish to meet with the Honor Code Advocate Team, and

I do not wish to be represented at the meeting; or

I wish to have the following person represent me at the meeting: [name and contact information].

[sign name][date]

(2) *Consultation with faculty adviser.* Before bringing or declining to bring charges against the accused student, the Advocate Team shall consult with the faculty adviser. In the event that the faculty adviser and Advocate Team cannot agree on a course of conduct, the Advocate Team shall consult with the Honor Code committee chair, whose decision shall govern. If the chair determines that charges should be brought, the chair shall not serve on the Hearing Panel.

(3) *Decision to Bring Charges.* When the investigation discloses insufficient evidence of a violation, the Advocate Team shall promptly inform the Honor Code committee chair, in which case no charges shall be brought.

The Advocate Team may, in some circumstances and for good cause consistent with the interest of the School of Law community, decline to bring charges notwithstanding sufficient evidence of a violation. In such circumstances, the student's record shall reflect that disposition, including the Advocate Team's reasons for exercising its discretion to decline to bring charges. Factors that the Advocate Team may consider in exercising its discretion include, but are not limited to:

(a) the severity of the violation and extent of the harm caused by the violation;

(b) possible improper motives of the person who reported the alleged violation;

(c) reluctance of the person who reported the alleged violation to testify;

(d) self-reporting by the accused student;

(e) remedial action taken by or negotiated with the accused student;

(f) availability and likelihood of: (1) the institution of criminal proceedings against the accused student under state or federal law; or (2) the enforcement of other applicable policies, procedures, rules, sanctions, and conditions against the accused student by the School of Law or University, or its faculty or administrators; and

(g) the likelihood that the Hearing Panel will not find that the accused student violated the Honor Code.

(4) *Advocate Team's Disclosure Materials.* As soon as possible after deciding to bring charges, the Advocate Team shall prepare and give to the chair of the Honor Code Committee its disclosure materials. These materials shall consist of: a list of the witnesses who will be called

to testify against the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; and copies of any documents to be offered in evidence against the accused student. The Advocate Team's disclosure materials shall also include a memo listing and offering to make available for examination by the accused student at a time and location to be agreed on by the parties any tangible objects to be offered in evidence, as well as any evidence known to the Advocate Team that tends to exonerate the accused student or mitigate the degree of culpability.

I. Honor Code Hearing Panel

If the Advocate Team decides to bring charges, the team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel to hear and determine the matter. A Hearing Panel shall consist of one (1) faculty member from the committee and four (4) students from the committee, each appointed by the committee chair in rotation.

J. Assistance with Defense

Any student, private attorney, or other individual may – at the request of the accused student – assist the student in defense of the charges, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter. Moreover, any student who is not yet licensed to practice law cannot serve as the accused student's "attorney" in connection with an Honor Code matter. Any assisting student provides such assistance as part of the educational mission of the law school and not as the practice of law. All conversations between the accused student and the person assisting the accused are confidential.

K. Information Furnished to Accused Student

As soon as possible after receiving the Advocate Team's disclosure materials and notice that the Advocate Team has chosen to charge the accused student, the Honor Code committee chair shall give the accused student:

- (1) a Written Notice of Charges, setting forth the name of the accused student, the name of the accuser or accusers, the Honor Code provision(s) allegedly violated, and the nature of the charges with sufficient particularity to enable the accused student to answer them;
- (2) the Advocate Team's disclosure materials; and
- (3) a copy of the Honor Code.

The committee chair shall give these materials to the accused student in the manner most likely to provide the student with prompt notice.

L. Information Furnished to Advocate Team

The Written Notice of Charges shall require the accused student to file with the committee chair:

- (1) A written Answer admitting, denying, or admitting in part and denying in part the charges. An Answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials;
- (2) Disclosure materials similar to that given to the accused student – i.e., a list of the witnesses who will be called to testify on behalf of the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; copies of any documents to be offered in evidence in support of the accused student; and a memo listing and offering to make available for examination by the Advocate Team at

a time and location to be agreed on by the parties any tangible objects to be offered in evidence; and

- (3) A Written Statement of Accused responding to every allegation of fact in the charge that the accused student has denied in the Answer, and about which he or she has any information.

The Advocate Team may enter the answer, the accused student's disclosure materials, and, if applicable, the Written Statement of Accused into evidence at an Honor Code Hearing. The chair shall specify in the Written Notice of Charges a date on which these documents shall be due, but in no event shall the due date be less than ten (10) business days from the issuance of the Written Notice of Charges. The chair, upon request of the accused student and for good cause shown, may extend the time for filing these documents.

M. Continuing Duty to Disclose

If either the Advocate Team or the accused student intends to call a witness not already disclosed or offer into evidence documents or tangible objects not already disclosed, the Advocate Team or accused student will promptly make such disclosure to the other party consistent with subsections IV.H(4) ("Advocate Team's Disclosure Materials") and IV.L(2) ("Information Furnished to Advocate Team") of this Code. Likewise, the accused student and the Advocate Team shall correct or supplement any disclosure that either side learns to be false or incomplete.

There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

N. Hearing

As soon as possible following the issuance of the Written Notice of Charges, but no earlier than ten (10) business days thereafter, the Honor Code Committee Chair shall schedule a hearing date. The chair shall provide the accused with notice of the date, place, and time of the Hearing. A record of the Hearing shall be made by audio or videotape recording, or stenographic means, as determined by the chair. The Hearing shall be completed no later than the end of the semester after the one in which the violation was reported, unless the chair, upon request of the accused student or Advocate Team and for good cause shown, grants a continuance. The hearing shall be open or closed at the election of the accused student, subject to the School of Law's need to maintain order. An accused student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two (2) business days prior to the hearing date.

O. Rights of Accused Student

At the hearing, the accused student shall have the following rights:

- (1) To be assisted by a student, a private attorney retained by the accused, or other individual; provided, however, that a law school faculty member may not represent an accused student in an Honor Code matter.
- (2) In person or through his or her representative, to summon and present witnesses and other evidence on his or her behalf;
- (3) In person or through his or her representative, to confront and cross-examine the accuser and all other witnesses;

(4) To refuse to testify on his or her own behalf. If an accused student refuses to testify, or chooses to testify but refuses to answer questions, the Hearing Panel may draw a negative inference from the refusal.

(5) To bring to the attention of the Hearing Panel any facts or circumstances that would or would appear to compromise the impartiality of a member of the Panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a panel member declines to recuse himself or herself upon request by the accused or another panel member, the dean shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

P. Evidence

Formal rules of evidence shall not apply to the Honor Code Hearing. Any oral or documentary evidence may be received, but irrelevant, immaterial, or unduly repetitious evidence may be excluded. The Hearing Panel will designate one member of the panel to rule on evidentiary matters at the Hearing. When a hearing will be expedited and the interests of the School of Law or the student will not be prejudiced substantially, evidence may be received in the form of copies and excerpts if the original is not readily available. The Hearing Panel may take notice of the records and written policies of the School of Law and of the university. The parties shall be informed of the materials the panel notices, and shall have an opportunity to contest those materials.

Q. Negotiated Settlement

After bringing charges, the Advocate Team may enter into a settlement with the accused student. Any negotiated settlement between the Advocate Team and the accused shall be subject to approval by the Hearing Panel. In the absence of an admission of an Honor Code violation by the accused, the panel may impose *conditions* pursuant to a negotiated settlement, but not *sanctions*.

R. Burden of Proof; Panel Decision

After a contested hearing, the Hearing Panel shall reach a decision regarding the existence of an Honor Code violation and the appropriate sanction or condition for any violation. The decision shall be upon a majority vote of the panel, based upon clear and convincing evidence, and communicated in writing to the student within ten (10) business days after the decision is made.

S. Summary of Adverse Decision

If the decision is adverse to the student, the panel shall, within twenty (20) business days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary and a record of the hearing shall be mailed to the student and given to the dean. If no appeal is taken by the student within the time limit prescribed below, the dean shall implement the sanction or condition imposed by the Hearing Panel.

T. Appeal

(1) *Timing and Content of Appeal.* The student may, within ten (10) business days after receipt of the written Summary of Adverse Decision, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanction or condition. The student must specify in writing the basis of the appeal. The dean may request a response in writing from the Hearing Panel. No new evidence shall be presented by either the student or the Hearing Panel.

(2) *Standard of Review on Appeal.* Appeals alleging factual errors shall be governed by a clearly-erroneous standard. Appeals alleging procedural

errors or erroneous interpretation of the code shall be reviewed for prejudicial error.

(3) *Final Disposition.* The dean shall specify in writing the reason for any reversal, remand, or reduction. The dean's disposition of the appeal shall be final and no further appeal of the Hearing Panel's decision may be taken. This subsection represents the extent of appeal rights under this Code – there are no additional School of Law or university appeal rights under this code.

U. Petition for Rehearing

A student who has received a sanction or condition may petition the Honor Code Committee for a rehearing on the grounds of newly discovered evidence. Upon receipt of the petition, the Honor Code committee chair shall appoint an Advocate Team to consider whether the petition has merit and whether justice requires a rehearing. If the petition has merit and justice so requires, the Advocate Team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel. The panel shall convene a hearing to consider the new evidence and reconsider the findings in light of the new evidence. Following such a hearing, the Hearing Panel shall enter an order affirming, modifying, or reversing its original decision and shall notify the petitioner and dean of its decision.

V. Student Witnesses

A student's refusal to give a statement or attend and testify truthfully at any Hearing upon summons by either the Advocate Team or the accused student shall constitute a violation of this code.

W. Confidentiality

(1) *General Rule.* Except as provided below, all Honor Code proceedings and accompanying information, including Advocate Team investigations, shall remain confidential to the maximum extent possible.

(2) *Exceptions to General Rule.*

(a) Confidentiality is waived if the accused student elects a public hearing or breaches this code's confidentiality provision.

(b) The Honor Code Committee shall issue Public Reports as described in subsection IV.X of this Code ("Public Reports"). Under no circumstances shall the names of any students appear in the Public Reports mandated by this code, except that the accused student may elect to have his or her own name appear in such reports.

(3) *Breach of Confidentiality.* Any breach of this confidentiality provision by any student shall be a violation of this code.

X. Public Reports

The Honor Code Committee shall issue periodic Public Reports, to be posted in the School of Law, summarizing the matters resolved by the committee in the reported period. Such Public Reports shall omit the names of all students except as provided in subsection IV.W(2)(b) ("Exceptions to General Rule" of Confidentiality). The Public Reports shall also – to the greatest extent possible – omit details about the reported matters that would risk revealing the identity of the student(s) involved.

Copies of all Public Reports shall be kept on file with the associate dean for academic affairs.

Y. Sanctions and Conditions

Sanctions and conditions that may be imposed by the Hearing Panel or dean include, but are not limited to, one or more of the following:

- (1) Expulsion from the School of Law or revocation of School of Law diploma, as the case may be;
- (2) Suspension from the School of Law, or any course or other School of Law-related activity, for one or more semesters, or for the balance of any semester;
- (3) Withdrawal of credit in a course;
- (4) Academic probation;
- (5) A written reprimand;
- (6) An oral admonition;
- (7) Restitution;
- (8) Conditions, such as mediation, referral of the accused student to the University Counseling Center, or a letter of apology or explanation of conduct.

Z. Record-Keeping

The following dispositions shall be noted in an accused student's permanent file:

- (1) The Advocate Team's decision not to bring charges despite the presence of sufficient evidence of a violation and the reason for that decision, as set forth in subsection IV.H(3) ("Decision to Bring Charges");
- (2) An approval of settlement by the Hearing Panel as set forth in subsection IV.Q ("Negotiated Settlement"), including any admission of an Honor Code violation by the accused student and any sanction or condition imposed;
- (3) The Hearing Panel's dismissal of charges against an accused student;
- (4) After the expiration of the appeal period, the Hearing Panel's determination of an Honor Code violation, and the sanction or condition imposed; and
- (5) The Dean's affirmance, reversal, or remand of the Hearing Panel's determination of an Honor Code violation on appeal, and any sanction or condition imposed.

AA. Administration of Code After Graduation or Other Separation

Proceedings may be initiated or continued after the student has graduated or otherwise separated from the School of Law, provided that the alleged violation occurred while the student was enrolled or matriculated in the School of Law. If an Honor Code matter is pending when a student is scheduled to graduate from the School of Law, the student's degree may be withheld at least until the matter is resolved.

V. Periodic Review; Effective Date; No Retroactivity

The Honor Code Committee shall review this code periodically and recommend any amendments it deems necessary to ensure that this code remains consistent with the Statement of Purpose set forth in Section I of this code.

This code shall become effective on the date specified by the faculty at the time of adoption. This code, and any amendment to this code from time to time, shall be deemed to apply only to conduct occurring on or after the effective date of this code or such amendment, as the case may be.

- ¹ Initial version adopted by the faculty on May 2, 2012, with an effective date of September 1, 2012. Revised version adopted by the faculty with an effective date of February 14, 2018.

POLICIES, PROCEDURES, REGULATIONS

COVID-19 Assumption of Risk

Students:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Vendors:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the vendor agrees to abide by all university policies and procedures related to COVID-19. The vendor voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The vendor also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the vendor, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Faculty and Staff:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the employee agrees to abide by all university policies and procedures related to COVID-19. The employee also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the employee, university faculty and staff, students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Alcoholic Beverages Policy

The following Alcoholic Beverages Policy is in effect with respect to all Quinnipiac School of Law student-sponsored functions:

On-Campus Events

Except where permission has been granted by the associate dean of students, alcohol may **not** be served at student organization-sponsored events at the School of Law. Student organizations seeking to serve beer and/or wine must request permission from the associate dean of students at least two weeks in advance of the event, outlining the specifics of the event. If the associate dean of students grants permission for beer and wine to be served, special conditions may be

imposed that the student organization must follow (such as a two-drink ticket system). The event is also subject to the Quinnipiac University Alcohol and Drug Policy (<http://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-prevention-alcohol-abuse-drug-use-abuse/>) and the Student Code of Conduct. (<http://catalog.qu.edu/handbooks/graduate/student-code-conduct-process/>)

Set forth below are the procedures that must be followed if/when the associate dean of students grants permission for alcohol to be served at student organization-sponsored events:

When alcohol is served at an *on-campus* School of Law event:

1. The associate dean of students must approve the amount of alcohol purchased for each event.
2. Alcohol may never be consumed or served in classrooms, the library, the student meeting room, student organization offices, or the Courtroom. Non-alcoholic beverages must also be available.
3. Substantial food must be available, such as sandwiches, wraps, etc. Pretzels, potato chips and similar snack foods do not constitute a substantial food for this purpose. When the food is gone, the serving of alcohol must cease.
4. Beer and wine are the only alcoholic beverages that may be served. Mixed drinks are not permitted. If approved for use, kegs must be closed or capped at the end of the event and removed from campus as soon as possible.
5. **Two non-drinking representatives of the sponsoring student organization must be present where alcohol is being served.** The president of the sponsoring organization must notify the associate dean of students *prior to the event* who these two representatives will be. These students are responsible for reporting violations of the alcohol policy to the associate dean of students.
6. The sponsoring organization **must** hire a bartender from the university's catering department (Chartwells). The bartender must be on duty for the entire length of time alcohol is dispensed.
7. Attendance at alcohol-related events is limited to **law school students, faculty, staff and their escorted guests**. NO undergraduates are permitted at any time.
8. The faculty adviser for the sponsoring organization or a member of the administration (dean, associate dean) must attend the event.
9. Immediately after the event has concluded, all open bottles of alcohol must be disposed of. Unopened bottles must be placed in a locked and secure location within the law school, such as the associate dean of students office.

When alcohol is served at an *off-campus* School of Law event:

1. Events held at off-campus establishments require the purchase of any alcohol to be made directly from the off-campus establishment. The associate dean of students may still require a two-drink ticket system be used to ensure that such purchases be limited to no more than two drinks per student.
2. Attendance at alcohol-related events is limited to law school students, faculty, staff and their escorted guests. NO undergraduates are permitted at any time.
3. It is the student organization's responsibility to ensure that off-campus establishments hold the appropriate municipal and state liquor licenses, as well as the required insurance. All distribution of alcohol must comply with the restrictions indicated in Connecticut law.

The sale of alcoholic beverages: No alcohol shall be sold at on-campus School of Law events.

Legal drinking age: Beer and wine may be dispensed only to individuals who are 21 and older. In accordance with Connecticut state law, alcoholic beverages shall not be dispensed to any intoxicated person.

Damages: Any damage to property incurred at events at which alcohol is served is the responsibility of the sponsoring organization.

Transportation of alcohol: The event-sponsoring organization is responsible for preventing attendees from bringing personal alcoholic beverages into the event and for preventing attendees from taking alcohol out of the event. The only exception is where alcohol is being transported by a representative of the sponsoring organization from a retail outlet to the event.

Policy violations: Violation of any of the aforementioned alcoholic beverage policies may result in the loss of privileges to the sponsoring group or organization and the disciplinary sanctions set forth in the University Alcohol and Drug Policy and Student Code of Conduct.

COMPLAINT PROCEDURE

1. **In general.** There are two types of complaints: those that implicate the ABA Standards for Approval of Law Schools (https://www.americanbar.org/groups/legal_education/resources/standards/) and those that do not. To determine if the substance of a complaint implicates the Standards, a student should read the Standards.
2. **Submitting a formal complaint that implicates the Standards.** Any student at the law school who wishes to bring a formal complaint to the administration of the law school concerning a significant problem that directly implicates the school's program of legal education and its compliance with the ABA Standards should do the following:
 - A. If the complaint concerns an academic matter, submit it in writing, via Quinnipiac University email, to the associate dean for academic affairs. If the complaint concerns a nonacademic matter, submit it in writing, via Quinnipiac University email to the associate dean of students.
 - B. The writing should describe in detail the behavior, program, process or other matter that is the subject of the complaint. It should explain how the matter implicates the law school's program of legal education and its compliance with one or more specific, identified ABA Standard(s).
 - C. The writing must provide the name, official law school email address, and a street address of the complaining student, for further communication about the complaint.
 - D. The administrator to whom the complaint is submitted will acknowledge the complaint within three business days of receipt of it. Acknowledgment will be made by email.
 - E. Within 10 business days of acknowledgment of the complaint, the administrator, or the administrator's designee, shall either meet with the complaining student, or respond to the substance of the complaint in writing. In this meeting or in this writing, the student will either receive a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint or to further investigate the complaint. If further investigation is needed, when the investigation is completed, the student shall be provided either a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint. The response shall be provided to

the student via email within 10 business days after completion of the investigation.

F. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.

G. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the office of the dean where it was originally filed.

3. **Submitting a complaint that does not implicate the Standards.**
 - A. If the complaint concerns an academic matter, the student should make an appointment to meet with the associate dean for academic affairs or submit the complaint via QU email.
 - B. If the complaint concerns a nonacademic matter, the student should make an appointment to meet with the associate dean of students or submit the complaint via QU email.
 - C. If the complaint is submitted at a meeting, the student may present the complaint either orally or in writing.
 - D. The dean to whom the complaint has been submitted shall respond to the complaint in writing to the student's QU email address within 10 business days.
 - E. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.

Bias, Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others in an environment free from bias. The university is committed to providing a safe and respectful educational and work environment that prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, gender, (including identity and expression), sexual orientation, age or disability. Such behaviors or attitudes undermine the environment of equity and mutual respect that is essential to fulfill the university's mission.

Discriminatory or bias-related acts by students, faculty or staff will be addressed through the appropriate disciplinary processes. Any act of reprisal, interference, restraint, penalty discrimination, coercion or harassment against the university community for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who report incidents to the university, are involved as witnesses or otherwise try to responsibly use this policy. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Quinnipiac University is committed to complying with Title IX and providing an educational, working and living environment free from 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.

Quinnipiac University School of Law affirms its commitment to an environment that is fair, humane and respectful for all members of the law school community. Behaviors at the School of Law that inappropriately assert sexuality are unacceptable and will not be condoned. Behaviors that constitute sexual harassment include unsolicited verbal, nonverbal and/or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.

The School of Law has identified associate dean for academic affairs, Robert Farrell, and associate dean of students, Kathy Kuhar, as administrators to whom law students who believe themselves to have been subjected to harassment or discrimination as defined above may report their complaints. Where appropriate, the School of Law will first try to resolve problems without formal hearings. When such efforts are not successful, individuals have available to them a formal process, outlined further in the University's Student Handbook (<http://catalog.qu.edu/handbooks/>) and in the University's Title IX Policy (p. 142). In all cases, the School of Law will protect the confidentiality of both the complainant and respondent so far as the described process permits.

Policies and Procedures for Students with Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. Consistent with its responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity. Documentation from a licensed evaluator is required to substantiate the presence of a disability, defined by the ADA as "a physical or mental impairment that substantially limits one or more major life activities," and to establish the need for reasonable accommodations at Quinnipiac University.

Responsibilities of the student:

1. Contact the associate dean of students at the time of enrollment 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.

Student Conduct Code

(Revised to June 2001)

Quinnipiac University's Basic Policy and Student Code of Conduct are hereinafter incorporated by reference.

1. Student Discipline Committee

A standing committee shall be appointed by the dean at the beginning of each academic year. The membership of this committee shall be at least six faculty members and four students, the latter to be chosen by the Student Bar Association in any manner it deems suitable.

The committee chairperson shall appoint one or more members of the faculty, from the committee if possible, to serve as law school advocates and one or more faculty members to serve as defense counsel. For each complaint of a possible violation of this Student Conduct Code, the committee chairperson shall assign one faculty law school advocate and one student to serve as an advocate team. All student committee members are eligible to serve as members of an advocate team. The advocate team shall be responsible for investigating alleged offenses, for preparing and presenting the case against the accused at disciplinary hearings, and for conducting negotiations with the accused or accused's counsel, and shall have sole discretion to decide whether or not to bring charges and whether or not to enter into negotiations. In the event that the faculty and student members of the advocate team cannot agree on a course of conduct, the faculty member's decision shall govern.

Hearing panels consisting of one student and two faculty members selected by the chairperson shall hear and determine all cases. The committee chairperson shall select faculty members to serve on the hearing panel from the faculty in rotation, and shall select student members from the committee.

Any faculty member may serve as defense counsel, at the request of the accused student. Alternatively, the accused student may elect to be represented by a faculty member who serves as appointed defense counsel. Any faculty member representing an accused student, whether appointed or selected by the accused student, shall represent the accused student without fee and shall cooperate with retained outside defense counsel if the latter so requests.

2. Student Conduct Code: General Statement of Purpose

This code shall be construed liberally in accordance with its purpose, which is to promote the highest ethical standards.

Acts of a non-academic nature, whether undertaken within the law school, on university property or elsewhere may be subject to all applicable law school and university rules and sanctions. Thus, the institution of proceedings under this code shall not preclude the institution of proceedings by the university, and the institution of proceedings by the university shall not preclude the institution of proceedings under this code. When proceedings are instituted by both the law school and the university, neither shall be ousted from jurisdiction by either the institution of proceedings or by the result reached by the other.

Nothing in these rules or procedures shall limit the authority of the School of Law or Quinnipiac University to act administratively to protect public safety and the educational mission of the School of Law or Quinnipiac University.

3. Violations

The following acts are prohibited. Any student found guilty of one or more such acts shall be subject to the sanctions authorized by this code.

A. Cheating on any examination or other law school assignment, as illustrated by, but not limited to:

1. The unauthorized giving or receiving of aid or assistance;
2. The unauthorized use of information;

3. The unauthorized submission of work which has already been submitted in satisfaction of other coursework;
4. The giving or obtaining of any unfair advantage.

B. Plagiarism on papers or other law school assignments, as illustrated by, but not limited to:

1. The knowing or reckless copying or paraphrasing without proper attribution of any material written by another;
2. The knowing or reckless submission as one's own of research assignment or papers, class work, or other projects which have been prepared in any part by another;
3. The knowing or reckless use of the exact language of another without identification as a direct quotation, by quotation marks or otherwise, even though the source is cited in the student's work;
4. Knowledge or recklessness may be inferred from the circumstances.

C. Any act which reflects adversely upon fitness to practice law. Relationship to fitness shall be construed in accordance with the American Bar Association Rules of Professional Conduct, and relevant case law.

D. Any attempt to commit any act prohibited by this code.

4. Procedures

A. When an alleged offense is brought to the attention of the committee, or any member thereof, neither the committee nor any of its members shall conduct any inquiry, but shall instead refer the matter to the advocate team for investigation, as soon as is feasible. The team members may investigate in any reasonable manner. When the investigation discloses insufficient evidence of a violation, the case shall be dismissed at this stage with no notation in the student's record.

B. As soon as is practical after receiving notice that the advocate team has chosen to charge the accused student, the chairperson of the committee shall advise the student in writing of the name of the accuser or accusers, and of the nature of the charges with sufficient particularity to enable the student to answer them. The chairperson shall give notice in the manner most likely to provide the student with prompt notice.

The notice shall require the student to file a written answer to the charges with the committee chairperson, admitting, denying, or admitting in part and denying in part the charges. An answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials. The chairperson shall specify in the notice a date on which the answer shall be due. An accused student shall have at least seven days from the issuance of the notice of charge in which to file an answer. The chairperson, upon request, may extend the time for filing an answer.

C. After the filing of the answer, the accused must prepare a written statement responding to every allegation which

he or she has denied in the answer, and about which the accused has any information. The advocate team may enter this statement into evidence at a hearing. As soon as is practical after the filing of the statement, the advocate team and the accused shall each prepare and provide to each other a summary of the testimony of each witness, and copies or descriptions of any physical evidence. The accused and the advocate team shall correct or supplement any disclosure that either side learns to be false or incomplete. There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or to cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

D. As soon as is practical following the giving of notice of a pending charge, but no earlier than ten days thereafter, the committee chairperson shall schedule a hearing date. The chairperson shall provide the accused with notice of the date, place and time of the hearing. The hearing shall be completed no later than the end of the semester after the one in which the committee chairperson first receives the complaint, unless the accused student, or his or her representative, requests a continuance. The hearing shall be open or closed at the election of the accused student, subject to the need to maintain order. A student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two days prior to the hearing date.

E. At the hearing the student shall have the following rights:

1. To be advised and represented by the appointed defense counsel, any other faculty member, or by any attorney or representative retained by the accused, including another student;
2. To confront and cross-examine, in person or through his or her representative, the accuser and all other witnesses;
3. To testify;
4. To summon and present witnesses and other evidence in his or her behalf;
5. The student whose case is to be heard by the hearing panel may bring to its attention any facts or circumstances that would or would appear to compromise the impartiality of a member of the panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a panel member declines to recuse himself or herself upon request by the accused or another panel member, the dean of the law school shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.
6. The accused student has no right to refuse to testify or give a statement pursuant to Section 4.C. unless the testimony or statement would incriminate him or her under state or federal law. If the accused refuses to testify or give a statement under this provision, the

Hearing Panel may draw a negative inference from the refusal.

F. Any oral or documentary evidence may be received, but irrelevant, immaterial or unduly repetitious evidence may be excluded. The Hearing Panel will rule on evidentiary matters at the hearing. The panel shall give effect to privileges recognized by Connecticut law that do not conflict with the express provisions of this code. When a hearing will be expedited and the interests of the law school or of the student will not be prejudiced substantially, evidence may be received in written form of copies and excerpts if the original is not readily available. The panel may take notice of the records and written policies of the law school and of the university. The parties shall be informed of the matter the panel notices, and shall have an opportunity to contest the material so noticed.

G. Any negotiated settlement between the advocate team and the accused or accused's counsel shall be subject to approval by the Hearing Panel. The panel may not impose sanctions pursuant to an agreement of the parties in the absence of an admission of guilt by the accused.

H. After a contested hearing, the panel shall reach a decision regarding guilt or innocence, and sanction. The decision shall be upon a majority vote, based upon clear and convincing evidence, and communicated in writing to the student within 10 days after the decision is made.

I. If the decision is adverse to the student, the panel shall, within 20 days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary shall be mailed to the student.

J. The student may, within 10 days after receipt of the written summary, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanctions. The student must specify the basis of the appeal. No new evidence shall be presented on appeal. The dean shall specify in writing the reason for any reversal or reduction.

K. Any student who refuses to attend and testify at any hearing upon summons by either the panel or the student accused, shall be guilty of a violation of this code. No witness has a right to refuse to testify or give a statement unless the testimony or statement would incriminate him or her under state or federal law.

L. Prior to a finding or admission of guilt by a panel, all proceedings and accompanying information shall be confidential, except insofar as the student may elect a public hearing. Any breach of confidentiality shall be a violation of the code, and if by the accused, shall also operate as a waiver of any obligation of confidentiality on the part of others. After a finding or admission of guilt and the expiration of the appeal period, or of the affirmance of the decision by the dean, the disciplinary matter may become public information. In the event the panel finds that the student is not guilty, the panel and/or the committee chairperson may inform the complainant and any witnesses who testified at the hearing of the outcome of the matter.

M. If the case is dismissed at any stage prior to the imposition of a sanction, or the accused is found innocent, no record of the matter shall be placed in the student's file.

N. The committee may post a public notice of its disposition of any matter, so long as the information does not violate the confidentiality provision of Section 4.L.

5. Sanctions and Their Imposition

Sanctions which may be imposed by the Hearing Panel include, but are not limited to, one or more of the following which are set forth in descending order of severity:

- A. Expulsion from the law school;
- B. Suspension from the law school, or any course or courses, for one or more semesters, or for the balance of any semester.
- C. A grade of "F" in any course to which the offense pertains;
- D. Withdrawal of credit in a course;
- E. Lowering of grade in any course to which the offense pertains;
- F. A retake of an examination in a course, or the doing or repetition of any work less than the entire course in such a manner and subject to such conditions as the panel shall recommend;
- G. Academic probation;
- H. A written reprimand;
- I. An oral admonition.
- J. The committee may direct restitution in addition to or as an alternative to any of the foregoing.
- K. In any matter where there is a conviction or an admission of guilt and the panel has imposed a sanction, such action shall be noted in the student's permanent file. After the imposition of a sanction, the notation thereof shall not be erased from the file as a result of the student's later successful completion of certain conditions.
- L. In any matter where the dean reverses a conviction, the dean shall state whether or not the reversal has the effect of a dismissal and results in the erasure of the matter from the student's permanent file.

6. Exclusions

Nothing in this code shall preclude:

- A. The establishment and enforcement by the Law faculty, administration, librarian or individual instructor, of rules pertaining to the administration of exams, papers, or assignments, or the maintenance of classroom or library decorum;
- B. The use of authority on the part of the instructor to do those things believed necessary to fulfill responsibilities in the classroom, including devices to promote effective

class participation, to prevent disturbance of the classroom situation, and ensure punctual and regular class attendance.

STUDENT DISCIPLINE COMMITTEE

Under the Student Conduct Code, alleged violations are investigated by a team consisting of one faculty member and one student. If the team decides to bring charges, the matter is heard by a panel of two faculty members and one student, who are appointed in a rotation.

Each year, the dean appoints a committee of several faculty members, and the SBA designates at least four students to serve on the committee. Anyone having reason to believe that a student has violated the Student Conduct Code may bring the matter to the attention of the committee chair, who will assign the team to investigate the matter.

APPENDIX A

Complying with the New York State Bar's Heightened Experiential Requirement

The School of Law will certify that students taking the New York Bar Exam have satisfied Pathway 1 of 22 NYCRR Part 520.18(a), if they meet the following requirements:

- Completed and passed all required courses, including the four upper-level core courses; *and*
- Completed and received at least a C in LPR; *and*
- Received at least a C in each course in *one* of the following arrays of experiential courses:
 - Option A: [Total of 6 or 7 credits]
 - Introduction to Representing Clients; and
 - Either Negotiation or ADR; and
 - One of the following litigation-based simulation courses:
 - Trial Practice
 - Visual Persuasion and the Law; or
 - One of the following transactional simulation courses:
 - Commercial Transactions Workshop
 - Estate Planning and Drafting
 - Option B: [Total 6 credits]
 - Civil Justice Clinic, for at least 4 credits; and
 - Either Negotiation or ADR.
 - Option C: [Total 7 or 8 credits]
 - Any law clinic other than Civil Justice Clinic, or any externship for at least 3 credits; and
 - Introduction to Representing Clients; and
 - Either Negotiation or ADR.

APPENDIX B

Compliance with ABA Standard 310

A. Classroom Courses

1. Notification in Syllabus

Every faculty member shall include in the syllabus, or other document distributed at the beginning of the course, for each classroom course taught the following language:

Standard 310 of the American Bar Association's Accreditation Standards requires that for each credit hour earned, a student must do an amount of work that reasonably approximates at least 50 minutes of classroom instruction per week and at least an average of 120 minutes of out-of-class work per week for 15 weeks. Out-of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation. The 15-week period includes one week for examinations.

In my judgment, based on the average length and difficulty of the reading assignments and the number and average difficulty of other course exercises and assignments, at least [credit hours x 2] or more hours of out-of-class work will be required on average per week to prepare adequately for class, complete all assignments, master the course material, and perform satisfactorily on all course assessments.

At the end of the course, students will be asked to indicate approximately how much out-of-class time they have spent per week per credit hour in this course, so please be mindful of this requirement as the course progresses.

2. Course Evaluation Form

The course evaluation form for every class will include the following question:

On average, how much **out-of-class time** did you spend **per credit hour** working on this course **each week**? Out of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation.

The question asks how much time you spent outside of class on this course each week, on average, **per credit hour**. So, for a **3-credit** course (e.g.), you should answer "1" if you spent **less than 3 hours per week**, on average, working on the course outside of class; "2" if you spent **3-6** hours per week; "3" if you spent **about 6 hours** per week; "4" if you spent **6-9** hours per week; or "5" if you spent **more than 9 hours per week**.

1. Less than 60 minutes (<1 hour) per credit
2. 60-120 minutes (1-2 hours) per credit
3. About 120 minutes (2 hours) per credit
4. 120-180 minutes (2-3 hours) per credit
5. More than 180 minutes (>3 hours) per credit

B. Clinical and Externship Courses

Credit for clinics and externships includes classroom and out-of-class work, with the exception of some advanced clinical courses. Hours will be computed for all classroom and out-of-class credits together, and will require an aggregate of not fewer than 45 hours per credit per semester.

Classroom time for clinical courses will be determined as follows: For clinical courses with a one-credit seminar, not fewer than 12.5 hours will be scheduled as classroom seminar time for the semester, held on a periodic schedule; for clinical courses with a two-credit seminar, not less than 25 hours will be scheduled as classroom seminar time per semester, held on a weekly schedule. For any advanced clinical course without a seminar credit, students may be required to meet together with the faculty member periodically in a classroom setting, but there is no minimum classroom time.

The balance of the required hours will include the aggregate of all other obligations: case work, field work, supervision, preparation for class including reading assignments, written assignments, skill-building exercises, and administrative obligations. For all clinical courses, students will be required to perform case work and field work pursuant to a weekly schedule and to keep contemporaneous records of time spent on all tasks.

C. Journal Credits

Members of each law journal typically earn four credits for the substantive work they perform as members on the journal. The credits are earned over two years but are ordinarily awarded in the member's second year on the journal. The editors of the law journals and the law faculty have determined that the amount of time devoted to substantive journal work that is required to earn the journal credits is not less than 45 hours per credit, for a total of not less than 180 hours. Students can elect whether or not they wish to take some or all of the credits they have earned, but shall complete journal work of not less than 180 hours in order to satisfy their membership requirements.

The tasks performed by journal members include some or all of the following:

1. **Cite-checking;**
2. **Writing a student note**, intended to produce a final paper of publishable quality. In the process of writing a note, each student must identify an original topic, conduct research, write multiple drafts, and coordinate with the Journals Committee and student note editors;
3. **Issue editing**: confirming student cite-check work, performing more substantial above-the-line edits, and working with authors to finalize papers; and
4. **Student note editing**. These duties in the aggregate require not less than 180 hours of substantive work over the course of four semesters.

With the permission of the associate dean, who shall consult with the relevant editor-in-chief, students who have completed at least 45 hours of work in their first year of membership may elect to earn one of their journal credits in the spring semester of their first year of journal membership. Students are eligible to earn the balance of the journal credits in the second year of membership. Certification of hours of work:

Each academic year, the Editorial Board of each journal shall prepare a detailed estimate of the number of hours they reasonably believe that members and editors will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit. The Editorial Board of each journal may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a journal member wishes to elect to earn journal credits, the editor-in-chief shall certify to the registrar and to the Journals Committee that the student has performed journal work equal to at least 45 hours per credit. For the editor-in-chief of each journal, the Journals Committee shall certify to the registrar that the editor-in-chief has performed journal work equal to at least 45 hours per credit.

D. Moot Court Credits

Students typically earn three credits for their work with the Moot Court Society. The credits may be earned over two years but are ordinarily awarded in the second year in the Society. The officers of the Moot Court Society and the law faculty have determined that the amount of time devoted to substantive work that is required to earn the Moot Court credits is not less than 45 hours per credit.

Credit 1: Intramural Credit

Students earn one credit by participating in the Quinnipiac School of Law Terrence H. Benbow Moot Court intramural competition. This requires the student to submit a 12-18 page brief and to prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the first Moot Court credit.

Credit 2: External Competition Credit

Students earn one credit by participating in external competitions. Each participant must submit a 25- to 40 page brief and prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the second Moot Court credit.

Credit 3: Coaching Credit

Students earn one credit by coaching an extramural team. This work includes the following:

1. learning the fact pattern and legal issues and precedents;
2. preparing participants for oral argument;
3. supervising competition preparation with outside judges; and
4. attending at least two oral arguments at the competition. At least 45 hours of work are required to earn the third Moot Court credit.

Certification of hours of work:

Each academic year, the Moot Court Board shall prepare a detailed estimate of the number of hours they reasonably believe that society members will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit earned. The board may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a society member wishes to elect to earn Moot Court credits, the president shall certify to the registrar and to the faculty adviser of the society that the student has performed substantive moot court work equal to at least 45 hours per credit. For the Moot Court Society president, the faculty adviser shall certify to the registrar that the president has performed substantive society work equal to at least 45 hours per credit.

E. Independent Research

To earn credit for Independent Research, a student must write a paper that is 20 or more pages in length, exclusive of footnotes, per credit earned. In order to produce a final work product that satisfies this requirement, a student must consult with a faculty member on the choice of topic, research the appropriateness of the topic, prepare an initial outline, complete research for the paper, write drafts of the paper, and edit the writing in consultation with the faculty supervisor. It is the judgment of the faculty that this process will require at least 45 hours per credit earned.

SCHOOL OF NURSING

Center for Medicine, Nursing and Health Sciences

North Haven Campus

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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. 524)
 - Post-bachelor's study
 - Adult-Gerontology Nurse Practitioner (p. 525)
 - Family Nurse Practitioner (p. 526)
 - Operational Leadership (p. 528)
 - RN to MSN Program (p. 530)
- Doctor of Nursing Practice (p. 517)
 - Post-bachelor's study
 - Nurse Anesthesia (p. 519)
 - Post-master's study
 - Doctor of Nursing Practice (p. 521)
 - Nurse Practitioner (p. 522) (only for QU MSN NP graduates)

Doctor of Nursing Practice (DNP)

Program Contact: Laima Karosas (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 in nurse anesthesia. All students in the Post-Bachelor's Nurse Anesthesia program 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.

1. Nurse Anesthesia (p. 520)

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 in one of three online programs:

1. Doctor of Nursing Practice (p. 521)
2. Nurse Practitioner (p. 522) (for QU MSN NP graduates)

Students in the Doctor of Nursing Practice program are able to choose from two concentrations: Care of Populations and Nursing Leadership. The Care of Populations concentration focuses 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 concentration may come with or without past experiences in management. The courses prepare students for leadership responsibilities and roles across the health care field. The nurse practitioner program is open only to graduates of the MSN within two years of graduation. This program enhances a novice nurse practitioner's knowledge and leadership skills.

Student Learning 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

- Nurse Anesthesia (p. 519)

Post-master's study

- Doctor of Nursing Practice (p. 521)
- Nurse Practitioner (p. 522) (for QU MSN NP graduates)

Admission Requirements

Note: For QU MSN NP graduates, no new admission application is required within a two-year period from MSN graduation. Contact the graduate program chair to continue into the Post-Master's DNP.

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 3.2 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 July 1 for the Post-MSN programs or September 1 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 are 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 program may accept transfer credit only for these graduate nursing core courses: NUR 514, NUR 516 and NUR 602.

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, NUR 612DE/NUR 612PBL and NUR 614PBL, and based on the AACN's "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 members who are teaching in the two courses as well as the student's liaison at the practice site and a subject matter expert. For example, all nurse anesthesia students have a nurse anesthesia faculty member on their DNP project team. In addition, students

maintain an electronic portfolio where they place their final papers from NUR 610PBL and NUR 612PBL /NUR 614PBL 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: 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 a Doctor of Nursing Practice (DNP). 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. 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.

Post-Bachelor's to DNP: Nurse Anesthesia Program

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
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 518	Pathophysiology for the Nurse Anesthetist	3
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	2
NUR 672	Advanced Pharmacology II	3
NUR 673	Clinical Practicum II	2
NUR 674	Professional Aspects of Nurse Anesthesia Practice I	1
NUR 675	Clinical Practicum III	2
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 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—6 semesters—approximate hours: 2,500.

Curriculum Note:

NUR 614PBL (DNP Project II) is repeated for 1 credit each semester until the DNP project is complete.

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.

Student Learning 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 interprofessional 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.

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 3.2 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 coursework greater than 10 years old in these subjects.

Candidates applying for full-time admission must submit a completed application by September 1 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 are 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.

Nurse Anesthesia Progression Requirements

In all of the **nurse anesthesia courses** (NUR 518, PY 501, NUR 517/NUR 517L, NUR 670, NUR 672, NUR 674, NUR 676, NUR 678, NUR 680, NUR 682, NUR 684, NUR 686, NUR 688, NUR 690, NUR 696, 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). Any clinical practicum course not fully completed due to dismissal from any other course will need to be repeated when the student again reenters the program. 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 a 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 progression decision according to policies in the School of Nursing Graduate Student Manual.

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. 128).

Post-Master's Doctor of Nursing Practice

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Doctor of Nursing Practice (DNP) program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes, students select classes in a leadership or population health specialty as well as electives supporting their career goals. To enhance learning, students participate in 480 hours of field experience related to their interest.

The Post-Master's Doctor of Nursing Practice program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes students select classes in a leadership or population health specialty as well as electives supporting their career goals. 480 hours of field experience related to the student's interest enhance learning.

Post-Master's Doctor of Nursing Practice Program

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
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 614PBL	DNP Project Continuation Course	1
Total Credits		16

Required: Choose one of the following series

Code	Title	Credits
Leadership courses:		
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	2
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
Care of Populations courses:		
NUR 620	Principles of Population-Based Health Care	2
NUR 622	Population Health: Factors Affecting Specific Populations	3
NUR 623	Global Population Health	3

Curriculum Note:

Sample curriculum, 30 credits required.

Students take electives to complete 30 credits required for the degree.

Choose between a Care of Populations focus (NUR 620, NUR 622 and NUR 623 required) or a Leadership focus (NUR 613, NUR 615 and NUR 617 required).

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.

Student Learning 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 interprofessional 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.

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) (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. 128).

Post-Master's DNP: Nurse Practitioner

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Nurse Practitioner DNP program is open only to graduates of the Quinnipiac University School of Nursing Adult-Gerontology (AGNP) or Family Nurse Practitioner (FNP) Master of Science in Nursing (MSN) programs. Students who have completed the AGNP or FNP MSN program may continue seamlessly into the DNP within two years of MSN graduation. Newly graduated nurse practitioners may begin to practice and continue on for their DNP without having to reapply. The curriculum is online and follows the standards set by the American Nurses Association and the American Association of Colleges of Nursing. It provides 480 hours of fieldwork, which includes the DNP project and either a leadership or care of populations focus. This program is geared toward enhancing the practice of novice nurse practitioners and, therefore, students work closely with their advisers to choose courses supportive of their practice needs.

Post-Master's DNP: Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2

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 613	Nursing Leadership Seminar: Applying Data to Practice	2
NUR 614PBL	DNP Project Continuation Course	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
Total Credits		24

Curriculum Note:

Sample curriculum, 30 credits required.

Students take electives to complete 30 credits required for the degree.

Choose between a population focus (NUR 620, NUR 622 and NUR 623 required) or Leadership (NUR 613, NUR 615 and NUR 617 required).

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.

Student Learning 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:

- Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- Analyze and critique** the available evidence for best practices in health care.
- Apply** technology and information fluency to conduct practice inquiry.
- Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- Demonstrate** leadership through interprofessional collaboration to improve patient and population health outcomes.
- Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

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) (PDF) Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a health care problem that interests you for potential doctoral study
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
- 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. 128).

Master of Science in Nursing

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

Students who are registered nurses and have a bachelor's degree may pursue master's degree training. Four programs are available: Adult-Gerontology Nurse Practitioner (p. 525), Family Nurse Practitioner (p. 526), Operational Leadership (p. 528) and RN to MSN (p. 530).

For nurses who would like to become nurse practitioners, the Master of Science in Nursing (MSN) degree program is designed for working nurses who want to further their education and expand their credentials without sacrificing hands-on experience through clinical practice. This innovative program accommodates your schedule as well as your specific academic and career goals. Depending on your area of interest, you can choose between two specialized programs: adult-gerontology or family nurse practitioner. Within two years of completing your MSN, you have the option of seamlessly transitioning into the online Doctor of Nursing Practice (DNP) program, without losing any credits or duplicating any coursework.

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 360 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.

Student Learning 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. Adult Gerontology Nurse Practitioner (p. 525)
2. Family Nurse Practitioner (p. 526)
3. Operational Leadership (p. 528)
4. RN to MSN (p. 530)

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 are 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/mailed to the chair of the graduate nursing programs.

Master of Science in Nursing: Adult-Gerontology Nurse Practitioner

Program Contact: Susan D'Agostino
(Susan.DAgostino@qu.edu) 203-582-8882

In the Adult-Gerontology Nurse Practitioner program, you'll develop the necessary skills to provide high-quality, cost-effective primary care across the lifespan from adolescence to geriatrics. This program can be completed either as a full-time or part-time program, requiring a two or three year commitment, respectively. Completion of this program makes you eligible to take a national certification exam for adult-gerontology nurse practitioners.

MSN: Adult-Gerontology Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2

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 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 630	Advanced Holistic Assessment	3
NUR 630L	Advanced Holistic Assessment Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar I	2
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
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 645	Adult Health Practicum and Seminar III	3
Total Credits		45

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.

Student Learning 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.

Admission Requirements

An applicant to the MSN 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 are 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.

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 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. 128).

Master of Science in Nursing: Family Nurse Practitioner

Program Contact: Susan D'Agostino
(Susan.DAgostino@qu.edu) 203-582-8882

The Family Nurse Practitioner program prepares you to diagnose and manage most common illnesses for patients of all ages and

to assume the responsibility inherent in prescribing medications. After graduation, you'll be eligible to sit for the national family nurse practitioner certification exam. This program can be completed either part-time or full-time, and enables graduates to significantly expand their current roles as advanced practice nurse in a multitude of health care settings.

MSN: Family Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
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 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 630	Advanced Holistic Assessment	3
NUR 630L	Advanced Holistic Assessment Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar I	2
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 642	Complex Problems in Primary Care	3
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 655	Family Health Practicum and Seminar III	3
NUR 656	Pediatric Assessment	1
Total Credits		52

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.

Student Learning 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.

Admission Requirements

An applicant to the MSN 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 are 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.

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. 128).

MSN Operational Leadership (online)

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

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.

MSN: Operational Leadership (online)

Code	Title	Credits
Course Listing		
HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 538	Applying Data to Practice	1
NUR 540	Educational Principles for the Health Care Professional	3
NUR 542	Introduction to Health Care Finance	2
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 688	Human Factors and Patient Safety	3

OL 601	Foundations of Organizational Behavior and Leadership	3
OL 630	Performance Management and HR Analytics	3

Total Credits 29

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.

Student Learning 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.

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

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 courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

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 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 the inability to progress notice.
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. 128) detailed in the University Catalog.

RN to MSN Program (online)

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

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
Course Listing		
HM 600	Foundations of Health Care Management	3
NUR 382	Nursing Science and Information Literacy	3
NUR 410	Integrative Health and Healing	3
NUR 412	Health Assessment	3
NUR 478	Evidence-Based Nursing Practice	3
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 484	Community and Population Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 538	Applying Data to Practice	1

NUR 540	Educational Principles for the Health Care Professional	3
NUR 542	Introduction to Health Care Finance	2
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 630	Performance Management and HR Analytics	3
Total Credits		50

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.

Student Learning 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.

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/mailed to the chair of the graduate nursing programs.

Progression Requirements

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 courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

At the end of each semester, the chair of 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 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 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. 128).

QUINNIPIAC UNIVERSITY ONLINE

Administrative and Program Information

Program Directors

School of Business

Program	Name	Phone	Email
Bachelor of Business Administration	Christopher Neidig	203-582-3868	christopher.neidig@qu.edu
Professional MBA	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@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 Communications

Program	Name	Phone	Email
MS in Interactive Media and Communications	Phillip Simon	203-582-8274	phillip.simon@qu.edu
MS in Public Relations	Laura Willis	203-582-7805	laura.willis@qu.edu
MA in Cinematic Production Management	Liam O'Brien	203-582-8438	william.o'brien@qu.edu (william.obrien@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
Certificate in Social and Emotional Learning and School Climate	Jennifer Dauphinais	203-582-7668	jennifer.dauphinais@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
Sixth-Year Diploma in Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu

School of Engineering

Program	Name	Phone	Email
MS in Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu

School of Health Sciences

Program	Name	Phone	Email
BS in Health Science Studies	Christine Fitzgerald	203-582-8688	christine.fitzgerald@qu.edu

Occupational Therapy Doctorate	Barbara Nadeau	203-582-8691	barbara.nadeau@qu.edu
Certificate of Advanced Graduate Studies in Occupational Therapy	Barbara Nadeau	203-582-8691	barbara.nadeau@qu.edu

School of Nursing

Program	Name	Phone	Email
Bachelor of Science in Nursing	Laima Karosas	203-582-5366	laima.karosas@qu.edu
RN to MSN in Operational Leadership	Laima Karosas	203-582-5366	laima.karosas@qu.edu
MS in Nursing in Operational Leadership	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Post-Master's Doctor of Nursing Practice	Laima Karosas	203-582-5366	laima.karosas@qu.edu

Mission Statement

The mission of Quinnipiac University's online programs 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, having launched its first online programs in 2001. Over the years, Quinnipiac 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 also offers undergraduate courses online 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 online programs (https://quonline.quinnipiac.edu/online-programs/online-summer-courses/?utm_source=QU&utm_medium=referral&utm_campaign=QU-catalog&utm_content=summer-courses) website.

Quinnipiac University's online programs offer 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.

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. 248)
- Bachelor of Science in Health Science Studies (p. 326)

- Bachelor of Science in Nursing (RN to BSN) (p. 366)
- RN to MSN in Operational Leadership (p. 530)

Graduate Programs

- Professional MBA (p. 376)
- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/#requirementsforgraduationtext>)
- Master of Science in Business Analytics (p. 376)
- Master of Science in Cybersecurity (p. 421)
- Master of Science in Instructional Design (p. 376)
- Master of Science in Interactive Media and Communications (p. 376)
- Master of Science in Nursing in Operational Leadership (p. 376)
- Master of Science in Organizational Leadership (p. 376)
- Master of Science in Public Relations (p. 376)
- Master of Science in Special Education (p. 376)
- Sixth-Year Diploma in Educational Leadership (p. 376)
- Occupational Therapy Doctorate (p. 376)
- Post-Master's Doctor of Nursing Practice (p. 376)
- Certificate in Social and Emotional Learning and School Climate (p. 410)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442)
- Graduate Certificate in Online Course Design (p. 418)
- Special Education Certificate of Completion (p. 420)

Academic Policies

Undergraduate Academic Policies (p. 72)

Graduate Academic Policies (p. 378)

Online Admissions

For information about online admissions, visit 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>)). 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>)). 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>)). 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. 248)
- Bachelor of Science in Health Science Studies (p. 327)
- Bachelor of Science in Nursing (RN to BSN) (p. 367)
- RN to MSN in Operational Leadership (p. 530)

Graduate Programs

- Professional MBA (<http://catalog.qu.edu/quinnipiac-university-online/graduate-studies/business/business-administration-professional-mba/#admissiontext>)
- MA in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/#admissiontext>)
- Master of Science in Business Analytics (p. 395)
- Master of Science in Cybersecurity (p. 422)
- Master of Science in Instructional Design (p. 416)
- Master of Science in Interactive Media & Communications (p. 399)
- Master of Science in Nursing in Operational Leadership (p. 524)
- Master of Science in Organizational Leadership (p. 397)
- Master of Science in Public Relations (p. 402)
- Master of Science in Special Education (p. 417)
- Sixth-Year Diploma in Educational Leadership (p. 419)
- Occupational Therapy Doctorate (p. 444)
- Post-Master's Doctor of Nursing Practice (p. 518)
- Certificate in Social and Emotional Learning and School Climate (p. 410)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 443)
- Graduate Certificate in Online Course Design (p. 418)
- Special Education Certificate of Completion (p. 420)

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. 19).

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 Professional MBA program accepts up to 3 credits. The MS in Business Analytics 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 coursework 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 and regulations.

Students seeking financial aid must complete the Free Application for Federal Student Aid (FAFSA) at: <https://studentaid.gov/h/apply-for-aid/fafsa> (<https://studentaid.gov/h/apply-for-aid/fafsa/>) 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 process, students receive an offer 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 [qu.edu](https://www.qu.edu) (<https://www.qu.edu/paying-for-college/>). 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. 248)
- Professional MBA (<http://catalog.qu.edu/graduate-studies/business/business-administration-professional-mba/>)
- Master of Science in Business Analytics (p. 395)
- Master of Science in Organizational Leadership (p. 396)

School of Communications

- Master of Arts in Cinematic Production Management (<http://catalog.qu.edu/graduate-studies/communications/cinematic-production-management-ms/#overviewtext>)
- Master of Science in Interactive Media and Communications (p. 398)
- Master of Science in Public Relations (p. 402)

School of Education

- Master of Science in Instructional Design (p. 414)
- Master of Science in Special Education (p. 416)
- Sixth-Year Diploma in Educational Leadership (p. 418)
- Certificate in Social and Emotional Learning and School Climate (p. 410)
- Graduate Certificate in Online Course Design (p. 418)
- Special Education Certificate of Completion (p. 420)

School of Engineering

- Master of Science in Cybersecurity (p. 421)

School of Health Sciences

- Bachelor of Science in Health Science Studies (Degree Completion) (p. 326)
- Occupational Therapy Doctorate (p. 443)
- Certificate of Advanced Graduate Studies in Occupational Therapy (p. 442)

School of Nursing

- Bachelor of Science in Nursing (RN to BSN Degree Completion) (p. 366)
- RN to MSN in Operational Leadership (p. 530)
- Master of Science in Nursing in Operational Leadership (p. 524)
- Post-Master's Doctor of Nursing Practice (p. 517)

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
Business, School of	203-582-8720	SBdeans@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
CARE	203-582-2273	care@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	
Dean of Students	203-582-8735	studentaffairs@qu.edu
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	snurdeans@qu.edu
Office of Student Accessibility	203-582-7600	access@qu.edu
One Stop Office (formerly Bursar)	203-582-8650	onestop@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@qu.edu
Student Affairs	203-582-8735	studentaffairs@qu.edu
Student Affairs, Graduate	203-582-4723	gradaffairs@qu.edu
Student Conduct	203-582-8753	
Student Health Services (Health and Wellness)	203-582-8742	studenthealthservices@qu.edu
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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 the 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 Law in Society student with the highest grade point average who has demonstrated exceptional ability in the major, and who has contributed to the departmental culture of excellence.

Outstanding Engagement in the Field of Anthropology

The Outstanding Engagement in the Field of Anthropology award is given to a graduating Quinnipiac senior who embodies and exemplifies the core values and ethos of the discipline. The award is given to a student who has sought opportunities to share their knowledge of the field with others, either through outreach, research or other forms of service; has incorporated anthropological lessons and ideas into their overall college experiences; and demonstrates the importance of learning with, and from, others.

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.

Ronald J. Quirk Spanish Writing Contest

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.

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.

School of Business**Award for Academic Excellence - Bachelor of Business Administration**

This award is presented to a graduating Bachelor of Business Administration student who has demonstrated outstanding academic achievement in the program.

Bellizzi-McMullen Leadership Award

The Bellizzi-McMullen Leadership Award is named in memory of Professor Emeritus Frank Bellizzi and Professor Emeritus Ron McMullen, who are together recognized for their dedication and passion in cultivating the leadership skills of Quinnipiac students. Well loved by students and faculty, Professors Bellizzi and McMullen embodied the values they taught – emotional intelligence and compassion for others. This award is given each year to a senior Management student who exhibits the qualities consistent with these values. This award recognizes students who demonstrate emotional intelligence and compassion in leadership roles, on campus or in the community, and superior academic performance.

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.

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.

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.

Bruce Saulnier Computer Information Systems Outstanding Senior Award

This award is presented to an outstanding Computer Information Systems senior in recognition of academic excellence and student leadership.

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 (BA)

This award is presented to a graduating senior from the School of Communications in the film, television and media arts bachelor of 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 Film, Television and Media Arts (BFA)

This award is presented to a graduating senior from the School of Communications in the film, television and media arts bachelor of fine 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 School of Communications in 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 School of Communications in 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 an outstanding civil engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Computer Science (BA)

This award is presented to an outstanding BA in computer science senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Computer Science (BS)

This award is presented to an outstanding BS in computer science senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Industrial Engineering

This award is presented to an outstanding industrial engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Mechanical Engineering

This award is presented to an outstanding mechanical engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Software Engineering

This award is presented to an outstanding software engineering senior in recognition of academic excellence and student leadership.

School of Health Sciences

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 Academic Excellence Award

This award is presented to the senior Entry-Level Master's Physician Assistant (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.

Joseph J. Woods, PhD, Athletic Training/Sports Medicine Outstanding Student Award

This award is given to a senior athletic training student in good academic standing that emulates the legacy Joseph J. Woods, PhD, set forth by putting others first. This student has demonstrated leadership qualities, commitment to community service, good mentorship and outstanding character. This student has made a meaningful impact to the Athletic Training and Sports Medicine Program, the School of Health Sciences or the Quinnipiac community at large.

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.

Benjamin T. and Juliette Adelle Trewin Award for Academic Excellence in Nursing

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student with the highest overall grade point average. The award is supported by the Benjamin T. and Juliette Adelle Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Benjamin T. and Juliette Adelle Trewin Award for Professional Leadership in Nursing

This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin T. and Juliette Adelle 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 is given to a graduating senior who has at least a 3.25 GPA, 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 their 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 graduating undergraduate Quinnipiac student who is in good standing with the university and has best exemplified the spirit of volunteer community service during their years 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 Accounting
- Master of Science in Business Analytics
- Master of Science in Cybersecurity
- 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/Biomedical 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

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.

Post-Professional Doctor of Occupational Therapy Achievement Award

This award is given each year to a doctoral student who has completed their program of study and who has demonstrated academic and leadership excellence and the potential for exemplary service to the profession.

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 their 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.

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 Law in Society students and recognizes those 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

The Phi Sigma Biological Sciences Honor Society is a national honor society that promotes 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 30 percent of their class and are actively engaged in, or have participated in research at Quinnipiac University under the direct supervision of a Quinnipiac faculty member 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 two 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. The political science program annually nominates juniors and seniors who have excelled both in political science and their overall coursework. Its purpose is to stimulate scholarship and intelligent interest in political science, and to honor political science majors and minors who display leadership and academic achievement.

Psi Chi

Psi Chi is the international psychology honor society, founded for the purposes of recognizing and promoting excellence in the science and application of psychology.

Sigma Delta Pi

Sigma Delta Pi, the national honor society in Spanish, honors students who attain excellence in the study of the 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. Student membership is based on scholastic performance and exemplary character.

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.

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 Biological Sciences Honor Society is a national honor society that promotes research and academic excellence in the biological sciences. Graduate students are invited to become members if they are in the top 30 percent of their class and are actively engaged in, or have participated in research at Quinnipiac University under the direct supervision of a Quinnipiac faculty member 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 110. Accounting: Tools for Everyday Life. 3 Credits.

This course provides an introduction to topics in accounting that everyone encounters in life regardless of their career choices. The course covers personal financial planning topics such as budgeting, debt and taxation as well as how accounting relates to data analysis, public policy, ethics and entrepreneurship. Throughout the semester, students develop skills in Excel and learn to critically examine current events related to the course's topics.

Offered: Every year, Summer

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.

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.

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).

Prerequisites: Take AC 211.

Offered: Every year, 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.

Prerequisites: Take AC 305.

Offered: Every year, Fall

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.

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.

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.

Offered: Every year, Spring

AC 359. Accounting Elective. 3 Credits.

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), and an introduction to governmental and not-for profit accounting.

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.

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.

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.

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.

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. 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

UC: Social Sciences, Intercultural Understand

AN 103. Dirt, Artifacts and Ideas. 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

UC: Social Sciences, Intercultural Understand

AN 104. Bones, Genes and Everything In Between. 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, Fall

UC: Natural Sciences

AN 104L. Bones, Genes and Everything In Between. 1 Credit.

Lab to accompany AN 104.

Corequisites: Take AN 104.

Offered: Every year, Fall

UC: Natural Sciences

AN 200. Special Topics. 3 Credits.

Subject varies each semester according to student and faculty interest.

Offered: As needed, All

AN 210. Gender/Sex/Sexuality (WGS 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

UC: Social Sciences, Intercultural Understand

AN 227. Rites of Passage. 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, All

UC: Breadth Elective, University Curriculum Ele

AN 230. Sustainable Development (ENV 230). 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

UC: Social Sciences, Intercultural Understand

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**UC:** Social Sciences**AN 237. Health and Medicine Around the World.****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**UC:** Social Sciences, Intercultural Understand**AN 240. Ethnography: Learning from Others.****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**UC:** Social Sciences**AN 243. Ancient Food For Thought (ENV 243).****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.

Offered: Every year, Fall**UC:** Social Sciences, Intercultural Understand**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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele, Intercultural Understand**AN 272. Sh t Happens: a Natural History of Human Waste (ENV 282).****3 Credits.**

This course explores the natural history of human excrement. Human waste is something that we are all intimately familiar with, yet rarely discuss (or at least, we rarely admit to discussing it). But, it tells an incredible story about our lives and our interactions with the environment. We study ancient feces to learn about diet and health in the past; we look at cross-cultural studies to understand different types of contemporary waste disposal and cultural understanding of human waste; we learn about the gut microbiome, which may influence our emotions; we study our closest living relatives and their relationship with bodily waste.

Offered: Every year, Spring**UC:** Breadth Elective**AN 299. Independent Study.****1-6 Credits.**

Pursuit in depth of a specific topic. The topic and credit are to be arranged with an instructor.

Offered: As needed, All**AN 300. Special Topics.****3 Credits.**

Subject varies each semester according to student and faculty interest.

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, comprehension of basic vocabulary and language structures, the ability to use culturally appropriate social greetings and other expressions, as well as the basics of grammar. Students further acquire insights into the culture and diversity of the Arabic-speaking world.

Offered: Every year, Fall and Spring**UC:** Breadth Elective**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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele

ARB 210. Arab Culture and Society. 3 Credits.

This course 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. Additionally, 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

UC: Humanities, Intercultural Understand

ARB 299. Independent Study: Advanced Arabic. 3 Credits.

The subject varies based on faculty and student interests.

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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

AR 115. Drawing for Anime, Games. 3 Credits.

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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

AR 175H. Honors -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

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

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**UC:** Fine Arts**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**UC:** Fine Arts**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**UC:** Fine Arts**AR 251. Studio Art: Drawing.****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**UC:** Fine Arts**AR 252. Studio Art: Painting.****3 Credits.**

This studio course serves as an introduction to basic painting skills. Coursework 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**UC:** Fine Arts**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**UC:** Fine Arts**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**UC:** Fine Arts**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. Coursework includes techniques and materials for a variety of media, including drawing, painting, watercolor, sculpture and printmaking.

Offered: As needed**UC:** Fine Arts**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**UC:** Fine Arts**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**UC:** Fine Arts**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 a 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**UC:** Fine Arts**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**UC:** Fine Arts**AR 303. Studio Art: Advanced 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**UC:** Fine Arts**AR 304. Studio Art: Advanced 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**UC:** Fine Arts**AR 305. Special Topics in Studio Art.****3 Credits.****Offered:** As needed**UC:** Fine Arts

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

UC: Fine Arts

AR 325. Women Artists (WGS 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'Keefe.

Prerequisites: Take one of the following: AR 102, AR 103, AR 104 or AR 105.

Offered: As needed

UC: Fine Arts

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

UC: Fine Arts

AR 360. Innovation in the Arts and Sciences. 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

UC: Fine Arts

AR 380. Interactive Art. 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

UC: Fine Arts

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, BIO 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 232. Leadership in Disruptive Times. 3 Credits.

Leadership is considered a "wicked problem" because it's impossible to fully frame, always evolving, and based in relationships. In this course, students investigate leadership from multiple perspectives and emerging theories, work to understand the complexity of the leadership environment, how diverse perspectives matter, and how these group/social/cultural differences often manifest on a level of different communities. This course is web-based but has a twice weekly residency requirement with the professor and the students' team.

Prerequisites: Take FYS 101 or FYS 150 and EN 102.

Offered: Every year, Fall and Spring

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 or permission of instructor.

Offered: Every year, Fall and Spring

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.**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

Bachelor of Business Administration (BBA)

BBA 205. Introduction to Information Systems.**3 Credits.**

This course introduces students to contemporary information systems and how these systems are used in organizations. The focus is on the key components of information systems—people, software, hardware, data and communication technologies—and how these components can be integrated and managed to create competitive advantage. The course also provides an introduction to systems and development concepts, technology acquisition and various types of application software that have become prevalent or are emerging in modern organizations and society.

Offered: Every year, Spring

BBA 210. Globalization and International Business.**3 Credits.**

This course introduces students to issues concerning globalization and international business. Students are introduced to the critical role of foreign exchange and the global monetary system, as well as international trade and the impact of multinational corporations on the globalization process. The role of the business community in reducing the negative effects of globalization while at the same time availing itself of its benefits is considered. Insights are drawn from social sciences disciplines such as economics, political science, sociology and cultural geography.

Offered: Every year, Fall

BBA 215. 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.

Prerequisites: Take MA 107 or higher.

Offered: Every year, Fall

BBA 220. 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-.

Prerequisites: Take BBA 215.

Offered: Every year, Fall

BBA 225. 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, Fall

BBA 230. Business Law and Society.**3 Credits.**

The course helps students develop an understanding of the law as an evolving social institution rather than a static body of rules. Students read and interpret legal case reports as a means of keeping abreast of law that affects the business environment. Students learn the economic and social forces that have shaped and are now dictating the evolution of modern contract principles and the Uniform Commercial Code. Ethics and social responsibility are addressed throughout.

Offered: Every year, Spring

BBA 240. 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, Spring

BBA 245. 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, Summer

BBA 310. Advanced Business Communications.**3 Credits.**

This course reviews effective communication techniques at the corporate and individual levels. Students are introduced to concepts and best practices, and given a place to practice. Participants have opportunities to practice public speaking in various forms, while also discussing frameworks and the challenges of different types of communication.

Offered: Every year, Spring

BBA 320. Project Management.**3 Credits.**

This course introduces students to the project management processes of initiation, planning, executing, monitoring & controlling, and closing with exposure to the project management knowledge areas of integration, scope, schedule cost, communications, risk, quality, human resources, and procurement management. Project management skills and tools are learned and applied in the course. Students build the knowledge to develop a project plan that includes project management process and knowledge area competence in addition to identifying and managing project stakeholders and project objectives.

Prerequisites: Take BBA 225 or MG 210.

Offered: Every year, Fall

BBA 330. Digital and Social Media Marketing. 3 Credits.

This course explores the rapidly evolving digital marketing world with particular emphasis on social media marketing. It examines strategies and tactics that organizations can use to utilize digital and social media as effective marketing tools. The course includes discussions about how to market a business on popular digital and social media sites such as Google, Facebook, Instagram, YouTube, Twitter and Pinterest.

Offered: Every year, Spring

BBA 340. Negotiation and Persuasion. 3 Credits.

This course provides an introduction to negotiation, an inescapable form of interaction in business, organizations and everyday life. In this course, students discuss basic negotiation concepts and more advanced negotiation tactics. In this process, they develop a rich framework for thinking about and succeeding in negotiation.

Offered: Every year, Fall

BBA 350. Applications of Business Analytics. 3 Credits.

This course provides an introduction to business analytics. Students receive hands-on experience utilizing data visualization tools to solve business problems and create new business opportunities. Students learn 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

BBA 410. Career Advancement and Organizational Presence. 3 Credits.

This course provides students with the necessary career management skills to effectively identify, compete for and secure professional career opportunities. Students are provided with an opportunity to learn and develop the necessary skills to engage in life/career planning, career advancement and positive organizational presence.

Offered: Every year, Summer

BBA 420. Corporate Sustainability. 3 Credits.

This course integrates research in management, economics and business ethics to understand the moral, economic, and social foundations and consequences of corporate sustainability. From the corporate sustainability perspective, corporations must consider not only growth and profitability, but also the sustainable development of societies and the environment. The course develops insights into this perspective through practitioner-oriented publications, videos and case studies.

Prerequisites: Senior status required.

Offered: Every year, Spring

BBA 440. Change Management. 3 Credits.

This course examines theoretical concepts and practical techniques of organizational design and change. Students are introduced to principles of managing change in organizations including different thinking styles regarding change management, the basic principles that apply to any complex change process, and practical application on how to work with individuals, teams and organizations to manage change.

Prerequisites: Take BBA 225.

Offered: Every year, Summer

BBA 490. Strategic Management. 3 Credits.

This course allows students to integrate their accumulated knowledge and apply it to issues from a strategic viewpoint. The course focuses on the role of top management and general management formulating, implementing and evaluating business strategy. Strategic issues are looked at in a holistic manner—encompassing all fundamental areas of business.

Prerequisites: Take BBA 210, BBA 215, BBA 225, BBA 240, BBA 245.

Offered: Every year, 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, an introduction to evolution, the chemistry of life, and molecular and cellular evolution. Selected topics include cell structure and function, respiration and photosynthesis, cellular biochemistry, the central dogma of biology, regulation of gene expression, cell cycles, and animal reproduction and development. 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, All

UC: Natural Sciences

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, All

UC: Natural Sciences

BIO 102. General Biology II. 3 Credits.

This course covers the basic concepts of life science with an emphasis on animal anatomy and physiology, the nervous system, evolutionary mechanisms and ecological principles. Selected topics include microevolution, speciation, macroevolution, animal behavior 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, BIO 101L; Minimum grade C-.

Corequisites: Take BIO 102L.

Offered: Every year, Spring and Summer

UC: Natural Sciences

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, BIO 101L; Minimum grade C-.

Corequisites: Take BIO 102.

Offered: Every year, Spring and Summer

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

BIO 125. Cross My Heart: An Introduction to the Human Cardiovascular System. 3 Credits.

Heart and blood vessel disease is the leading cause of death in both men and women. This lecture course is designed for non-science majors interested in examining basic principles of the anatomy and physiology of the heart, and in understanding common disease conditions. Discussion focuses on risk factors and steps to preventing disease. An overview of common diagnostic tests and treatments introduces students to the identification and management of common disorders. May not be taken for credit concurrently with or after completion of BIO 350.

Offered: Every year, Spring

UC: Natural Sciences

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, socioeconomic and stigmatization.

Corequisites: Take BIO 128L.

Offered: Every year, Fall

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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 communication, classical genetics, immunology, cancer and cell division. Must be taken in conjunction with BIO 151L.

Prerequisites: Take BIO 150, BIO 150L; Minimum grade C-.

Corequisites: Take BIO 151L.

Offered: Every year, Spring

UC: Natural Sciences

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, BIO 150L; Minimum grade C-.

Corequisites: Take BIO 151.

Offered: Every year, Spring

UC: Natural Sciences

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, BIO 102L or BIO 151, BIO 151L; Minimum grade C-.

Corequisites: Take BIO 152L.

Offered: Every year, Fall and Spring

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 and Spring

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

UC: Natural Sciences

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, BIO 102L or BIO 151, BIO 151L or PL 101 or PS 101.

Offered: Every year, Spring

UC: Natural Sciences

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

UC: Natural Sciences

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

UC: Natural Sciences

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, BIO 102L or BIO 151, BIO 151L; Minimum grade C-.

Corequisites: Take BIO 211L.

Offered: Every year, Fall and Spring

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, BIO 102L or BIO 151, BIO 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, BIO 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, BIO 211L; Minimum grade C-.

Corequisites: Take BIO 212.

Offered: Every year, Spring and Summer

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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 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 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, BIO 102L or BIO 151, BIO 151L.

Corequisites: Take BIO 282L.

Offered: Every year, Fall

UC: Natural Sciences

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

UC: Natural Sciences

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, BIO 102L or BIO 151, BIO 151L.

Offered: Every year, Fall and Spring

BIO 300. Special Topics.**3-4 Credits.**

Special topics in biology.

Prerequisites: Take BIO 101, BIO 102 or BIO 150, BIO 151.

Corequisites: Take BIO 300L.

Offered: As needed

BIO 300L. Special Topics Lab.**1 Credit.**

Lab to accompany BIO 300.

Corequisites: Take BIO 300.

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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 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 systems 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, BIO 102L or BIO 151, BIO 151L and CHE 111, CHE 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 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, BIO 102L or BIO 151, BIO 151L; and CHE 210, CHE 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 focus of this course is to advance the study of the mammalian heart. This clinically-oriented course examines the structure and function of the heart, electrophysiology, cardiac cycle, cardiac output, blood vessels, hemodynamics and blood pressure. Students participate in "Grand Rounds" presentations while learning about cardiovascular pathologies. May not be taken for credit concurrently with or after completion of BIO 125.

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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 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.

This course examines the effects humans have on the ecosystem and explores how plants and animals have adapted to the changing planet. Students learn how to quantify changes in the ecological communities and begin to explore possible solutions to environmental issues. Must be taken in conjunction with BIO 358L.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 151L.

Corequisites: 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, BIO 102L or BIO 151, BIO 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, BIO 101L and BIO 102, BIO 102 or; Take BIO 150, BIO 150L and BIO 151, BIO 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. Using primary research, students focus on how form, function and life histories of organisms have evolved.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.

Offered: Every other year, Spring

BIO 385. Explorations 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, BIO 102L or BIO 151, BIO 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, BIO 102L or BIO 151, BIO 151L and BIO 298.

Offered: Every year, Fall

BIO 471. Molecular Genetics. 3 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, BIO 102L or BIO 151, BIO 151L and CHE 110, CHE 111.

Corequisites: Take BIO 471L.

Offered: Every other year, Spring

BIO 471L. Molecular Genetics Lab. 1 Credit.

Lab to accompany BIO 471. (3 lab hrs.) Must be taken in conjunction with BIO 471.

Corequisites: Take BIO 471.

Offered: Every other 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 117. The Human Organism. 3 Credits.

This course, designed for nonscience majors, 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

UC: Natural Sciences

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

UC: Natural Sciences

BMS 162. Human Health and Disease. 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 and Spring

UC: Natural Sciences

BMS 200. Biomedical Basis 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, BIO 102 or BIO 150, BIO 151 or BMS 117, BMS 162.

Offered: Every year, Fall and Spring

UC: Natural Sciences, Intercultural Understand

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 221. Physiology and Effects of Obesity in Society. 3 Credits.

This course examines the physiology and effects of adult and childhood obesity, its development, prevention and treatment. The course also explores the impacts and consequences obesity has on the individual and society (both in the U.S. and globally).

Offered: Every year, Fall

UC: Breadth Elective

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, pharmacoeconomics and legislation associated with drug development. Specific therapeutic drug examples are discussed throughout the course.

Prerequisites: Take 1 group; BIO 101, BIO 102 or BIO 150, BIO 151 or BMS 117, BMS 162 or BIO 105, BIO 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, BIO 150L.

Offered: Every year, Spring

BMS 299. Biomedical Sciences Journal Club. 1 Credit.

This course follows the structure of a traditional journal club. Each week, students present the background, content, and the scientific/social implications of a peer reviewed paper in the translational sciences to their peers. Students not presenting are expected to actively participate in a group discussion. This course focuses on advancing students' scientific knowledge and developing effective oral and written communication skills. This course may be repeated for up to 3 credits.

Prerequisites: Take BIO 102 or BIO 151.

Offered: Every year, Fall

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, CHE 102L or CHE 111, CHE 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, BMS 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 designed for ELMPA & HSC majors, is a comprehensive study of contemporary biochemistry for pre-health 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. This course will not fulfill the requirements for the pre-medical studies designation.

Prerequisites: Take BIO 102, BIO 102L or BIO 151; and BIO 212, BIO 212L, CHE 111, CHE 210.

Offered: Every year, Fall and Spring

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, BIO 102L or BIO 151.

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, and 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, BIO 212 or BIO 227, BIO 228.

Offered: Every year, Fall and Spring

BMS 319. Public Health: Epidemiology of Infectious Diseases.**3 Credits.**

This course provides an introduction to the application of epidemiological principles and practice to the study of infectious diseases. Students focus on the study of the frequency, distribution and determinants of infectious diseases of major public health importance. Emphasis also is 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, BIO 212.

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, BIO 102L or BIO 151 and 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, BIO 102L or BIO 151.

Offered: Every year, Fall

BMS 332. Histology and Lab.**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, BIO 212, CHE 210, CHE 211.

Offered: Every year, Spring

BMS 364. Molecular Mechanisms of Cancer Therapies.**3 Credits.**

This course examines the cellular biology of cancer and the molecular mechanisms of cancer therapies. Students discuss both traditional and current treatment options, as well as future areas of cancer research and medicine. Students compare the use of generalized cancer therapies, tumor-targeted therapies, and upcoming therapies and their effect on patient prognosis.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L, and CHE 102, CHE 102L or CHE 111, CHE 111L.

Offered: Every other 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, BIO 102 or BIO 150, BIO 151; and CHE 110, CHE 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, BMS 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, BMS 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: As needed

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, BMS 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, BMS 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, BMS 213L or BMS 370, BMS 370L.

Offered: Every year, Spring

BMS 397. Biomedical Sciences Internship. 1-4 Credits.

Students partake in a part-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 must submit a paper describing their experimental aims, design and outcomes, and also present their findings as a seminar or poster.

Prerequisites: Minimum GPA of 3.0, Permission of Department Chair.

Offered: As needed

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, BMS 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 laboratory course addresses the genetic manipulation and use of organisms (commonly genetically modified) in agriculture, transgenic animal formation and human gene therapy. Molecular diagnostics, gene cloning, and genetic analysis of single nucleotide polymorphisms (SNPs) and epigenetic markers are addressed with hands-on experiments. The course is designed for students interested in careers in medicine, or biomedical sciences and microbiology research and industry (4 lab hrs.).

Prerequisites: Take BMS 370, BMS 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, BMS 370L or BMS 213, BMS 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, BMS 213L or BMS 370, BMS 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, BMS 370L or BMS 213, BMS 213L.

Offered: Every year, All

BMS 477. Critical Analysis and Reasoning In the Biomedical Sciences. 2 Credits.

This course helps develop skills necessary for critical analysis and reasoning. This course covers inconsistencies, biases, and fallacies in reasoning and analysis vital for research/science/healthcare careers as well as MCAT and other exam preparation. Students: examine how they think while reading and discussing clinical & research literature, learn to analyze readings and data by examining and practicing logical reasoning, and build evaluations and analyzing readings to ask and answer questions and build testable hypotheses.

Prerequisites: Take BIO 151 or BIO 102 and instructor approval.

Offered: Every year, Spring

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, BMS 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, BMS 370L.

Offered: Every year, Fall and Spring

BMS 481. Research Techniques in Biomedical Sciences. 1-4 Credits.

Laboratory course designed around learning the basic principles of a research technique in the context of a faculty member's research. Learn how the method works, gain technical proficiency leading to independence, and practice professional scientific communication through analysis and interpretation of original data. Students interested in implementing these techniques in subsequent independent research, or who want to build their resumes with laboratory skills, are welcome. May be taken more than once for different techniques.

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.

This course introduces students to the business environment through exploration of career and major options. Topics include introductory business knowledge, business ethics, Excel, communications and current events. The course provides an overview of the resources available for developing a knowledge base for each business major, and skills to become successful in business careers.

Offered: Every year, Fall and Spring

SB 105. Learning Strategies Seminar. 1 Credit.

This course introduces students to evidence-based learning strategies and helps students become self-regulated learners who are capable of achieving their full academic potential. Students reflect upon the fundamental nature of learning and what types of learning activities best facilitate their learning process. Students also explore topics related to achievement motivation and growth mindset. The ultimate goal of this course is to help students not only develop a deeper understanding of these topics, but learn ways that the strategies and tools covered in class readings and discussions can inform their personal study habits.

Offered: Every year, Spring

SB 110. Alumni Perspectives on Business and Careers. 1 Credit.

Students meet with School of Business alumni to learn business trends that impact careers of the future.

Offered: Every year, Fall

SB 120. Introduction to Doing Business in Poland and Europe. 3 Credits.

This course focuses on the fundamentals of business practice and business culture in Poland. It provides an introduction to European law and European business in the context of the modern global economy. It includes topics of the European financial market, European regulation, Polish industrial structure and history, Polish political economy and history with a focus on the economic transformation and Poland's position in Europe today.

Offered: As needed

SB 124. Introduction to Sustainable Fashion. 1 Credit.

Students gain general knowledge of sustainability in the fashion industry and get up to date on the most current sustainable practices, innovations, movements, and trends. The course supports students in developing their capacity for recognizing and understanding the complexity of sustainability issues, and for thinking critically about assumptions, biases, beliefs, and attitudes while becoming more environmentally conscious in daily lives and contributing to a sustainable future. A creative fashion project is a required element of the course.

Offered: As needed

SB 125. ReFashion: Sustainable Fashion in an International Setting. 3 Credits.

Students learn sustainability in the fashion industry. Topics include: sustainable business operations, fair trade - ethical labor practices, circular business model, fashion production cycle, innovations within sustainability, and international perspectives on sustainable business practices. The course features virtual company visits to global ethical and sustainable clothing brands. A creative fashion project is a required element of the course.

Offered: As needed

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 205. Special Topics in Business. 3 Credits.

This course explores current topics and trends in business. Designed for non-business majors.

Offered: As needed

SB 250. Career Planning and Development. 1 Credit.

This comprehensive career development course provides students with the tools to manage a career search through the full internship/job search lifecycle. Course includes resume workshops focused on self-reflection and employer-desired competencies; formatting for business industry; and in-depth content writing. Course also includes hands-on assignments that help students create their brand and stand out to employers including: career research, cover letter, mock interview, elevator pitch and LinkedIn profile. The course wraps up with a review of the value and impact of professionalism in students personal and professional lives. Course is intended for students in their sophomore year.

Offered: Every year, Fall and Spring

SB 320. Internship in Poland. 3 Credits.

This internship in Poland must be approved by the Central European Institute 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 IB 120.

Offered: As needed

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 410. Business Ethics. 3 Credits.**

This course helps students develop a framework for ethical decision making. Students learn to identify ethical issues, apply various models of ethical decision making, and analyze ethical cases. Topics include assessing and analyzing the ethics environment of business and identifying and managing ethics in a developing world including human rights, environmental sustainability and technology.

Prerequisites: Junior standing or higher.

Offered: As needed

SB 420. Strategic Management Integrated Seminar. 3 Credits.

This capstone course takes the top management perspective in formulating, implementing, and evaluating business and corporate strategy. The course integrates critical concepts from the business functions including accounting, finance, economics, marketing, operations and others. Students study core strategic management concepts and apply this knowledge by implementing strategy in a computerized business simulation. In addition, the course serves as a university capstone in which students create a signature work incorporating strategic theory and concepts. For seniors only.

Prerequisites: Take AC 211, AC 212, FIN 201, IB 201, MK 201, MG 210, MG 211 and senior status.

Offered: Every year, All

SB 488. Business Internship. 1-6 Credits.

Business Analytics (BAN)

BAN 210. Data Preparation and File Structure. 3 Credits.

This course focuses on techniques used to evaluate and transform data for use in advanced analytics. Descriptive statistics and graphical views are utilized to aid in the exploration and summarization of data using SAS software. In this course, students learn how to access, explore, prepare and summarize data in SAS.

Offered: As needed

BAN 220. Data Mining. 3 Credits.

Data mining methodologies and the process of formulating and solving problems using data mining techniques are utilized to recognize patterns in data and compute predictions. Predictive models such as decision trees, neural networks, regressions and other techniques are studied.

Prerequisites: Take EC 271 or EC 272 or MA 170 or MA 176 or MA 206 or MA 275 or MA 275H or MA 285; and CIS 350.

Offered: Every year, Fall

BAN 300. Statistical Programming. 3 Credits.

This course introduces students to R, a widely used statistical programming language. Students learn to read data, write functions, analyze data and create visualizations in R.

Prerequisites: Take EC 271 or EC 272 or MA 170 or MA 176 or MA 206 or MA 275 or MA 275H or MA 285.

Offered: Every year, Fall

BAN 310. Web Analytics. 3 Credits.

This course introduces students to the concept and use of web analytics. Topics covered include measurement planning, data collection, audience characteristics, traffic acquisition and user behavior. Students use Google Analytics to apply their learning and take the Google Analytics Individual Qualification exam to demonstrate their proficiency at the completion of this course.

Offered: Every year, Spring

BAN 320. Big Data. 3 Credits.

The course focuses on the concept and techniques used for managing big data. The course explores how big data is used within organizations to support analytics. Emphasis is on the Hadoop platform and supplemental tools that are used within a Hadoop environment to design and maintain a big data infrastructure.

Prerequisites: Take CIS 351.

Offered: As needed

BAN 400. Data Mining. 3 Credits.

Data mining methodologies and the process of formulating and solving problems using data mining techniques are utilized to recognize patterns in data and compute predictions. Predictive models such as decision trees, neural networks, regressions and other techniques are studied.

Prerequisites: Take EC 271 or EC 272 or MA 170 or MA 176 or MA 206 or MA 275 or MA 275H or MA 285; and CIS 350.

Offered: Every year, Fall

BAN 410. Social Media Analytics. 3 Credits.

This course covers social media strategies and applications, implications for business, privacy issues associated with social media, and factors contributing to social change. Business cases evaluating the use and value of social media are examined and social network analysis and visualization are utilized.

Prerequisites: Take BAN 300 or CIS 245.

Offered: Every year, Spring

BAN 420. Machine Learning. 3 Credits.

The course introduces machine learning techniques for predictive modeling of business problems and opportunities. It covers the process of formulating a business analytics research hypothesis, developing business objectives, data selection, preparation and partitioning to successfully design, build and evaluate predictive models. Predictive modeling techniques such as classification and decision trees, neural networks, regression, random forests and other techniques are covered.

Prerequisites: Take BAN 400.

Offered: Every year, Spring

BAN 450. Business Analytics Capstone. 3 Credits.

The capstone course in the Business Analytics major is designed to enable students to directly utilize the business analytics tools and techniques that have been learned to analyze and prepare a solution for a major business or social project. A definition of the problem, description of the data used for analysis, an analysis of options and a comprehensive presentation of findings and solutions are required.

Prerequisites: Take BAN 420, CIS 255 and CIS 351.

Offered: Every year, Spring

BAN 484. Business Analytics 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 analytics and is usually completed in the summer between the student's junior and senior years or during their senior year. Students must obtain approval to register for this course prior to starting the work experience. Permission of the department chair or internship coordinator is required.

Prerequisites: Take BAN 400.

Offered: Every year, All

Business Law (BLW)

BLW 221. Business Law and Society. 3 Credits.

The course helps students develop an understanding of the law as an evolving social institution rather than a static body of rules. Students read and interpret legal case reports as a means of keeping abreast of law that affects the business environment. Students learn the economic and social forces that have shaped and are now dictating the evolution of modern contract principles and the Uniform Commercial Code. Ethics and social responsibility are addressed throughout. Minimum grade for accounting majors B-.

Offered: Every year, Fall and Spring

BLW 399. Independent Study Law. 3 Credits.

Offered: As needed

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 managing a budget, running a nonprofit or manipulating and analyzing scientific research data, Excel is your tool. In this online course, students learn the basics of Excel, including sorting, filtering, grouping, functions, formulas, charting and pivot tables.

Offered: As needed

CAR 295. Career Practicum.**1-6 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. 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 January, February, March and April exams. Students are advised to take the course in the spring for the June, July, September, October and November 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: which includes atomic theory and radioactivity, bonding (including ions and molecules), stoichiometry, states of matter, and solutions including solubility, acids, bases and buffers. Students who have already received credit for CHE 110 with a grade of C- or higher are not eligible to take CHE 101.

Prerequisites: Take MA 107; Minimum grade C- or Math placement score of 3.

Corequisites: Take CHE 101L.

Offered: Every year, Fall

UC: Natural Sciences

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

UC: Natural Sciences

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 and proteins and their application to biochemistry.

Prerequisites: Take CHE 101, CHE 101L; Minimum grade C-.

Corequisites: Take CHE 102L.

Offered: Every year, Spring

UC: Natural Sciences

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, CHE 101L; Minimum grade C-.

Corequisites: Take CHE 102.

Offered: Every year, Spring

UC: Natural Sciences

CHE 106. Chemical Principles with Biological Applications.**3 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. (Enrollment restricted to nursing majors)

Prerequisites: Take MA 107; Minimum grade C-; or Math placement score of 3.

Corequisites: Take CHE 106L.

Offered: Every year, Fall and Spring

CHE 106L. Chemical Principles with Biological Applications Lab.**1 Credit.**

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. (Note: this course is designed for science majors.)

Prerequisites: Take MA 107; Minimum grade C- or Math placement score of 3.

Corequisites: Take CHE 110L.

Offered: Every year, All

UC: Natural Sciences

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

UC: Natural Sciences

CHE 111. General Chemistry II.**3 Credits.**

Students study intermolecular forces, properties of solutions, kinetics, chemical equilibrium, pH, acid-base solution chemistry, thermodynamics and electrochemistry. Problem-solving is emphasized.

Prerequisites: Take CHE 110, CHE 110L; Minimum grade C-.

Corequisites: Take CHE 111L.

Offered: Every year, Spring and Summer

UC: Natural Sciences

CHE 111L. General Chemistry II Lab.**1 Credit.**

Lab must be taken with CHE 111. (3 lab hrs.)

Prerequisites: Take CHE 110, CHE 110L; Minimum grade C-.

Corequisites: Take CHE 111.

Offered: Every year, Spring and Summer

UC: Natural Sciences

CHE 202. Chemistry of Macro- and Micronutrients.**4 Credits.**

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 the following food components: carbohydrates, fats, proteins, vitamins, minerals and water. The different nutrient needs of non-human animal species are also examined.

Enrollment in this course is restricted to students in the online degree completion programs. Students cannot receive credit for CHE 202 AND either SCI 161 or SCI 105. This course is offered online only.

Offered: Every other year, Summer

- CHE 210. Organic Chemistry I.** **3 Credits.**
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, as well as the nomenclature of organic compounds. Specific functional groups studied include alkanes, alkyl halides, alkenes and alkynes.
Prerequisites: Take CHE 111, CHE 111L; Minimum grade C-.
Corequisites: Take CHE 210L.
Offered: Every year, Fall and Summer
- CHE 210L. Organic Chemistry I Lab.** **1 Credit.**
Lab must be taken with CHE 210. (3 lab hrs.)
Corequisites: Take CHE 210.
Offered: Every year, Fall and Summer
- CHE 211. Organic Chemistry II.** **3 Credits.**
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.
Prerequisites: Take CHE 210, CHE 210L; Minimum grade C-.
Corequisites: Take CHE 211L.
Offered: Every year, Spring and Summer
- CHE 211L. Organic Chemistry II Lab.** **1 Credit.**
Lab must be taken with CHE 211. (3 lab hrs.)
Corequisites: Take CHE 211.
Offered: Every year, Spring and Summer
- CHE 215. Analytical Chemistry.** **3 Credits.**
Students study the principles and practice of classical and modern chemical analysis. The following topics are studied: statistical treatment of analytical data, error analysis, experimental design and sample preparation, simple and complex equilibria, gravimetric analysis, potentiometry and spectrophotometry. Intended for chemistry and biochemistry majors and chemistry minors.
Prerequisites: Take CHE 111, CHE 111L; Minimum grade C-.
Corequisites: Take CHE 215L.
Offered: Every year, Fall and Spring
- CHE 215L. Analytical Chemistry Lab.** **1 Credit.**
Lab must be taken with CHE 215. (3 lab hrs.)
Corequisites: Take CHE 215.
Offered: Every year, Fall and Spring
- CHE 300. Special Topics.** **3 Credits.**
Prerequisites: Take two 200-level chemistry courses.
Offered: As needed
- CHE 301. Physical Chemistry I.** **3 Credits.**
Students investigate the underlying theories of chemical phenomena. The laws and fundamental equations of equilibrium thermodynamics are applied to the quantitative treatment of chemical equilibria, phase equilibria, electrochemical equilibria and ionic equilibria. The principles of chemical kinetics and reaction mechanisms also are investigated.
Prerequisites: Take CHE 111, CHE 111L; MA 141 or MA 151; and PHY 111, PHY 111L or PHY 122; Minimum grade C-.
Corequisites: Take CHE 301L.
Offered: Every year, Fall
- CHE 301L. Physical Chemistry I Lab.** **1 Credit.**
Lab must be taken with CHE 301. (3 lab hrs.)
Corequisites: Take CHE 301.
Offered: Every year, Fall
- CHE 302. Physical Chemistry II.** **3 Credits.**
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.
Prerequisites: Take CHE 301; Minimum grade C-.
Corequisites: Take CHE 302L.
Offered: Every year, Spring
- CHE 302L. Physical Chemistry II Lab.** **1 Credit.**
Lab must be taken with CHE 302. (3 lab hrs.)
Corequisites: Take CHE 302.
Offered: Every year, Spring
- CHE 305. Instrumental Analysis.** **3 Credits.**
Students investigate the following instrumental analysis techniques: FTIR, NMR, UV-VIS, spectroscopy and separation methods including gas and liquid chromatography, mass spectrometry and other current techniques. Basic principles of electronics relating to the design and operation of chemical instrumentation are also discussed.
Prerequisites: Take CHE 211, CHE 211L and CHE 215, CHE 215L; Minimum grade C-.
Corequisites: Take CHE 305L.
Offered: Every year, Spring
- CHE 305L. Instrumental Analysis Lab.** **1 Credit.**
Lab must be taken with CHE 305. (3 lab hrs.)
Corequisites: Take CHE 305.
Offered: Every 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.
Prerequisites: Take CHE 211, CHE 211L; Minimum grade C-.
Offered: Every year, All
- CHE 315L. Biochemistry I Lab.** **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. CHE 315 must be taken prior to, or concurrently with CHE 315L. (3 lab hrs.)
Corequisites: Take CHE 315.
Offered: Every year, Fall and Spring
- CHE 316. Biochemistry II.** **3 Credits.**
Students examine the key metabolic pathways of carbohydrates, fatty acids, amino acids and nucleotides with a focus on the structural biology, thermodynamics and regulation of key enzymes. Nucleic acids, DNA and RNA are investigated to understand the chemical principles that govern the flow of genetic information. Students apply key concepts toward an understanding of the molecular basis of disease (e.g., type II diabetes/ metabolic syndrome).
Prerequisites: Take CHE 315; 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 420. Chemistry Integrative Capstone.**3 Credits.**

Topics in chemistry including history, ethics, environmental issues and current developments are explored from a scientific perspective. Through oral and written work, students demonstrate connections between their general education, co-curricular activities, major coursework and experiential learning project(s) in chemistry.

Prerequisites: Senior status as a chemistry/biochemistry major or approval of chairperson.

Offered: Every year, Spring

CHE 475. Chemistry Seminar I.**1 Credit.**

Students attend research group meetings and outside seminars. Students prepare and present a literature-based seminar on a topic approved by their research mentor. (Enrollment restricted to senior chemistry and biochemistry majors.)

Corequisites: Take CHE 490.

Offered: Every year, Fall

CHE 476. Chemistry Seminar II.**1 Credit.**

Students attend research group meetings and outside seminars. Students prepare and present a seminar and a poster presentation on their research project. (Enrollment restricted to senior chemistry and biochemistry majors.)

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.)

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.)

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

UC: Breadth Elective, University Curriculum Ele

CN 102. Elementary Chinese II.**3 Credits.**

This course is a continuation of Chinese 101.

Prerequisites: Take CN 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

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: As needed

UC: Breadth Elective, University Curriculum Ele

CN 202. Intermediate Chinese II.**3 Credits.**

This course is a continuation of CN 201.

Prerequisites: Take CN 201.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele

CN 210. 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 celebrations, Chinese arts, literature and proverbs, traditions and taboos, religious beliefs, and Chinese medicine. The course is conducted in English and does not require prior knowledge of Chinese.

Prerequisites: Take EN 101 EN 101I or EN 103H.

Offered: As needed

UC: Humanities, Intercultural Understand

CN 220. Art of War for Business Strategies and Leadership.**3 Credits.**

"If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle" (Sun Tzu). This course introduces The Art of War by interpreting first Sun Tzu's original words, highlighted with the historical warfare events. Students examine the application of business strategies on the fields of business, commerce and industries. The principles of how to build great leadership and interpersonal skills from Sun Tzu's wisdom are outlined and introduced. The practice for employing the doctrines of The Art of War from many different business firms and industries worldwide are also referred to as examples. Based on Sun Tzu's wisdom and The Art of War's doctrines, students can transfer the knowledge from the battlefield to business management and communication. Moreover, students benefit from learning Chinese politics, language, culture and history.

Offered: As needed

CN 230. Chinese Health Regimens.**3 Credits.**

This course is taught in English. It introduces how to balance Yin and Yang, and nourish the three treasures (Essence, Qi and Spirit) in a human body from the theories of relaxation, exercises, fengshui (geomancy), massage and food therapy. Students learn how healthier body and living styles can be cultivated according to the rhythm of various seasons, solar terms and even different hours in a day. It is a preventive way for caring for life, maintaining both physical and psychological health, preventing and curing diseases as well as promoting longevity.

Offered: As needed

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 152 or 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 153 and MA 154 or MA 142; or Sophomore standing in the major.

Corequisites: Take CER 220.

Offered: Every year, Spring

CER 300. Special Topics in Engineering. 3 Credits.

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: As needed

CER 325. Concrete Materials. 1 Credit.

This course introduces the design and control of concrete mixtures.

Topics include Portland cement, cement hydration, aggregates, supplementary cementitious materials, fresh and hardened concrete, and concrete durability

Prerequisites: Take MER 220 or MER 220L.

Corequisites: Take CER 325L.

Offered: Every year, Fall

CER 325L. Concrete Materials Lab. 0 Credits.

This laboratory uses concrete mix design and strength testing labs to proportion the constituents of quality concrete and to provide a background in materials testing techniques, quality control and sound construction practices.

Corequisites: Take CER 325.

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, MA 153 and MA 154 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. 3 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.

Prerequisites: Take MER 210.

Offered: Every year, Fall

CER 340L. Introduction to Geotechnical Engineering and Foundation Design Lab. 1 Credit.

In this laboratory course, students examine soil properties and extract necessary parameters for design. This course focuses on the common testing methods of soils in geotechnical engineering practice following ASTM standards for classification of soils and basic design of foundations.

Prerequisites: Take MER 210.

Corequisites: Take CER 340.

Offered: Every year, Fall

CER 350. Hydrology/Hydraulic Design.**3 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.**Offered:** Every year, Spring**CER 350L. Hydrology/Hydraulic Design Lab.****1 Credit.**

This lab supports and reinforces concepts from the Hydrology/Hydraulic Design course. Hands-on laboratory and field activities are performed for the measurement of pipe flow and headloss, evaluation of pipe networks, pump characterization, rainfall measurement, open channel weirs and orifices and streamflow measurement. Various industry-standard software packages for water distribution systems, open channel hydraulics and stormwater management are introduced.

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:** As needed**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:** As needed**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 MER 310 or permission of instructor.**Offered:** As needed**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 or permission of instructor.**Offered:** As needed**CER 415. Advanced Structural Analysis.****3 Credits.**

This course builds on 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. Coursework 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:** As needed**CER 420. Design of Concrete Structures.****3 Credits.**

This course introduces the behavior and failure mechanisms of structural concrete. Current codes and industry standards are used to guide the practical design of beams, slabs and columns.

Prerequisites: Take CER 310.**Offered:** Every year, Fall**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:** 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:** As needed

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, Spring

CER 455L. Advanced Environmental Engineering Lab. 0 Credits.

Lab to accompany CER 455.

Prerequisites: Take CER 330.

Corequisites: Take CER 455.

Offered: Every year, Spring

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 coursework focuses on hazardous waste; in particular, the legal framework, chemistry, quantitative risk assessment and remediation.

Prerequisites: Take CER 330.

Offered: As needed

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: As needed

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: As needed

CER 490. Engineering Professional Experience. 0-1 Credits.

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 497. Design of Civil Engineering Systems I. 3 Credits.

The first half of a two-semester sequence, this course is part of the culminating senior design sequence for students in the civil engineering program. This course focuses on the implementation of civil engineering projects, including the senior design project. Students study topics related to the stages and structure of construction, costing and take-off, scheduling, ethics, safety, sustainable construction and project planning. In the context of the senior design project, students investigate the project, develop functional requirements, and prepare a draft project schedule in preparation for the second half of the sequence.

Prerequisites: Take ENR 210, and Senior Standing.

Offered: Every year, Fall

CER 498. Design of Civil Engineering Systems II. 3 Credits.

This course provides an opportunity for students to apply and synthesize their knowledge of civil engineering. Multidisciplinary teamwork is emphasized. Coursework 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 105. Biology at QU and Beyond. 1 Credit.

This course is graded on a pass/fail basis.

Offered: As needed

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 first year. For students new to the College of Arts and Sciences.

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 coursework. 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.

Offered: Every year, Fall and Spring

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 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

UC: Breadth Elective

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

UC: Breadth Elective, University Curriculum Ele

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 fulfills the 40 hour experiential learning opportunity 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.

Offered: Every year, Fall and Spring

UC: Breadth Elective, Intercultural Understand

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 on the past, present, and future of the city. The class examines industries including, but not limited to: journalism, film and television writing, video production, podcasting and web design. Students complete a final project focused on a Los Angeles media company.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

COM 490. Communications Career Internship. 3 Credits.

This course aims to promote professional growth and advancement through observation and participation in jointly supervised major-related fieldwork with a business or organization (paid or unpaid). The course also provides the opportunity for students to meet and work with active professionals in an industry directly aligned with their major while refining their own career goals. 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 via QUCC prior to student earning credit and in accordance with the school policies. A student must have completed a minimum of 57 credits as a prerequisite. This course is graded on a pass/fail basis. (Can be taken currently with COM 491 upon department chair approval.)

Prerequisites: Take COM 201 and a minimum of 57 credits completed.

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 255. 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.

Offered: Every year, Spring

UC: Breadth Elective

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: 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 350. Data Analysis with Excel (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.

Offered: Every year, All

UC: Breadth Elective

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 360. Programming in Excel.**3 Credits.**

This course teaches students how to create Excel macros in Visual Basic for Applications (VBA). In the course students will learn to create hotkeys, how to compile code, loops, and logic statements. No prior experience in coding is needed.

Offered: As needed

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 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.

Prerequisites: Take CIS 101.

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.

Prerequisites: Take CIS 125.

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 245.

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 coursework, 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 CIS 440.

Offered: Every year, Spring

Computer Science (CSC)

CSC 106. Introduction to Programming for Engineers.**3 Credits.**

This course serves as an introduction to computer science and computer programming for engineers. Topics include fundamental programming constructs, problem-solving techniques, basic data and control structures, and simple data structures and arrays. This course is for non-CSC and non-SER majors.

Offered: Every year, Fall and Spring

CSC 107. Structured Programming Techniques.**1 Credit.**

The main purpose of this course is to fill any gaps between Programming and Problem Solving course (CSC 110) and the Introduction to Programming for Engineers course (CSC 106). Topics include a basic programming refresher (in Java), binary number representation, debugging strategies and simple recursion.

Prerequisites: Take CSC 106; Minimum grade C-.

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 and CSC 110L; or CSC 107 with program director approval; Minimum grade C-.

Corequisites: Take CSC 111L.

Offered: Every year, All

CSC 111L. Data Structures and Abstraction Lab.**1 Credit.**

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.

Prerequisites: Take CSC 110 and CSC 110L; or CSC 107 with program director approval; Minimum grade C-.

Corequisites: Take CSC 111.

Offered: Every year, All

CSC 199. Independent Study.**1-6 Credits.**

Offered: As needed

CSC 205. Introduction to Discrete Mathematics (MA 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, CSC 110L or MA 110 or higher; Minimum grade C-.

Offered: Every year, Spring

CSC 210. Computer Architecture and Organization.**3 Credits.**

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.

Prerequisites: Take CSC 111, CSC 111L; Minimum grade C-.

Corequisites: Take CSC 210L.

Offered: Every year, Spring

CSC 210L. Computer Architecture and Organization Lab.**1 Credit.**

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.

Corequisites: Take CSC 210.

Offered: Every year, Spring

CSC 215. Algorithm Design and Analysis.**3 Credits.**

This course presents a study of the design and analysis of algorithms.

Topics include asymptotic analysis, complexity theory, sorting and searching, underlying data structures, recursion, greedy algorithms, divide and conquer, dynamic programming, and NP-completeness. Additional topics may include graph algorithms, probabilistic algorithms, distributed computing and parallel algorithms.

Prerequisites: Take CSC 111, CSC 111L; and CSC 205 or MA 205; Minimum grade C-.

Offered: Every year, Fall

CSC 225. Introduction to Software Development.**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 CSC 111L; Minimum grade C-.

Offered: Every year, Fall

CSC 240. Introduction to Computer Security.**3 Credits.**

This course introduces the general principles of computer security from an applied perspective. Topics covered include various forms of physical and cyber attacks, recognizing and defending against machine and network vulnerabilities, the basic building blocks of secure systems, basic cryptography and the social aspects of security.

Prerequisites: Take CSC 111, CSC 111L; Minimum grade C-.

Offered: As needed

CSC 299. Independent Study.**1-6 Credits.**

Offered: As needed

CSC 300. Special Topics.**3 Credits.**

Prerequisites: Take CSC 215.

Offered: As needed, All

CSC 310. Operating Systems and Systems Programming.**3 Credits.**

Students are introduced to operating systems and the software to support these systems. Topics include operating system principles, concurrency, scheduling and dispatch, virtual memory, device management, security and protection, file systems and naming, and real-time systems.

Prerequisites: Take CSC 210, CSC 225; Minimum grade C-.

Offered: Every year, Fall

CSC 315. Theory of Computation (MA 315).**3 Credits.**

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 (defining a model of computation), computability (determining what can be computed and how to prove that something cannot be computed), and complexity (determining what makes some problems so much harder than others to solve, and examining what is the P versus NP question and why it is important).

Prerequisites: Take CSC 215 or MA 301; Minimum grade C-.

Offered: Every other year, Fall

CSC 318. Cryptography (MA 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; Minimum grade C-.

Offered: Every other year, Spring

CSC 320. Compilers.**3 Credits.**

This course presents a study of the design and implementation of compilers. Topics include translators and compilers, lexical analysis, syntax analysis and parsing, runtime environments and code generation.

Prerequisites: Take CSC 210, CSC 215, CSC 225; Minimum grade C-.

Offered: Every other year, Spring

CSC 325. Database Systems (SER 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 and; CSC 225 or SER 225; Minimum grade C-.

Offered: Every other year, Fall

CSC 340. Networking and Distributed Processing.**3 Credits.**

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.

Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.

Offered: Every other year, Spring

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 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 490. Computer Science Internship.****1-6 Credits.**

Offered: As needed

CSC 491. Senior Project I.**3 Credits.**

Senior Project I is the first part of a two-semester, capstone experience for computer science students. Students analyze and develop a solution to a major project that requires integration and application of knowledge and skills acquired in earlier coursework. Students develop professional experience by working on a team and communicating progress and results to a variety of audiences. Students explore the ethical and legal responsibilities of a computing professional.

Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.

Offered: Every year, Fall

CSC 492. Senior Project II.**3 Credits.**

Senior Project II is the second part of a two-semester, capstone experience for computer science students. Students implement and evaluate a solution to a major project that requires integration and application of knowledge and skills acquired in earlier coursework. Students continue to develop professional skills in teamwork and communications, and knowledge of their responsibilities as computing professionals.

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: Senior status in the major.

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**UC:** Social Sciences, Intercultural Understand**CJ 200. Special Topics.****3 Credits.**

A variety of special topics courses are periodically offered.

Prerequisites: Take SO 101, SO 101H 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/WGS 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, SO 101H or CJ 101.**Offered:** Every year, Spring**UC:** Social Sciences, Intercultural Understand**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, SO 101H 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, SO 101H or CJ 101.**Offered:** Every year, All**UC:** Social Sciences**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, SO 101H 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 crime. Students examine the development of the juvenile delinquency concept and justification for classifying juveniles who offend 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 juveniles who offend is examined.

Prerequisites: Take SO 101, SO 101H or CJ 101.**Offered:** Every year, Fall**UC:** Social Sciences, Intercultural Understand**CJ 251. Probation Parole and Community Corrections.****3 Credits.**

People who offend 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 SO 101H or CJ 101.**Offered:** Every year, Spring**CJ 253. Sexual Violence (WGS 253).****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, SO 101H 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, SO 101H or CJ 101.

Offered: Every year

UC: Social Sciences, Intercultural Understand

CJ 271. Public Order Crimes (SO 271).**3 Credits.**

Approximately two-thirds of the individuals incarcerated inside 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, SO 101H or CJ 101.

Offered: Every year, Spring

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 300. Special Topics.**3 Credits.**

A variety of advanced special topics courses are periodically offered.

Prerequisites: Take SO 101, SO 101H 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 people who offend. 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 SO 101H 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, motivation to offend, victim profiles and sociological and theoretical explanations.

Prerequisites: Take SO 101, SO 101H 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, SO 101H or CJ 101.

Offered: Every year, Summer

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

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, SO 101H or CJ 101.

Offered: Every year, Fall

CJ 355. Crime and Media (SO 355).**3 Credits.**

Despite little direct contact with people who offend or with 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, SO 101H or CJ 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

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 currently incarcerated individuals (inside students) an opportunity to learn together. This course, being offered to Quinnipiac students and male 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, SO 101H 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 (SO 392/GT 392). 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. Coursework 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.

Prerequisites: Take SO 101, SO 101H or CJ 101; and CJ 205.

Offered: Every year, Fall and Spring

CJ 394. Advanced Internship in the Community (SO 394/GT 394). 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, Spring

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.

Prerequisites: Take SO 101, SO 101H or CJ 101.

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, BIO 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 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 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 499. Capstone (DMS 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 RS 414.

Offered: Every year, Spring

Diagnostic Medical Sonography (DMS)

DMS 100. Foundations 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

DMS 101. Introduction to Diagnostic Medical Sonography. 3 Credits.

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

DMS 101L. Sonography Laboratory Practicum I. 1 Credit.

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

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, DMS 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, BIO 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, DMS 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, DMS 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, DMS 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 attending plays, readings in theater history, dramatic theory and stage production work.

Offered: Every year, All

UC: Fine Arts

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 complete 28 hours of technical production work for the mainstage production season.

Offered: Every year, Fall and Spring

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

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. The semester culminates with a class performance for an invited audience.

Offered: Every year, Fall and Spring**UC:** Fine Arts**DR 191. Theater Practice I.****1 Credit.**

Students complete a minimum 40 hours of production work or related professional experience. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.

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**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**UC:** Fine Arts**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**UC:** Fine Arts**DR 221. Voice and Diction.****3 Credits.**

Speaking clearly is a valuable skill that serves the individual in any facet of her/his post-university life. A dynamic speaking voice can convey emotion, captivate an audience and propel a career forward regardless of whether your goal is to become an actor, an on-air personality, a businessperson, a doctor, a social worker, a teacher or a lawyer. Perfecting the skills offered by Voice & Diction helps the student excel in all areas of life in and beyond university. No prior performance experience is necessary. Students who would like to improve their public speaking and communication skills find great benefits from this course.

Offered: Every year, Spring**UC:** Fine Arts**DR 230. Directing I.****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, All**UC:** Fine Arts**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**UC:** Fine Arts**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 collaborate with a mass communications video production class in filming/taping acting scenes.

Offered: Every year, All**UC:** Fine Arts**DR 261. Auditioning for the Actor.****3 Credits.**

In this course, students learn how to excel at all aspects of the audition process. From how to select and perform audition appropriate monologues, to mock interviews and self-presentation tips, students learn how to succeed. All students are required to complete the course with a headshot and resume as well as two audition-ready monologues. This course is open to all students regardless of major. No prior acting experience is necessary. Students who would like to improve their public speaking, interview and interpersonal skills find great benefits from this course.

Offered: Every year, Spring**UC:** Fine Arts**DR 270. World Theater History and 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 year, Fall**UC:** Fine Arts**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 year, Spring

UC: Fine Arts

DR 286. Script Analysis. 3 Credits.

Students learn methods of script analysis that can be used to successfully interpret dramatic texts for performance & production. 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.

Offered: Every year, Fall

UC: Fine Arts

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 year, Fall

UC: Fine Arts

DR 291. Theater Practice II. 3 Credits.

Students complete a minimum 120 hours of production work or related professional experience. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.

Offered: Every year, Fall

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 305. Theater for Young Audiences. 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: Every year, Spring

UC: Fine Arts

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

UC: Fine Arts

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: Every year, Spring

UC: Fine Arts

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.

Prerequisites: Take 1 DR course.

Offered: Every other year, Fall

UC: Fine Arts

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.

Prerequisites: Take DR 140 or DR 257.

Offered: Every other year, Spring

UC: Fine Arts

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

UC: Fine Arts

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: Every year, Fall

UC: Fine Arts

DR 350. Playwriting I. 3 Credits.

This course centers on the 10-minute play. Students develop their own unique styles and strategies for writing plays while exploring the diverse techniques employed by the playwrights, who have already established a foundation for the craft. In addition to writing their own plays, students complete a series of writing exercises designed to develop specific skills. The semester culminates with a public reading of each student's best work.

Offered: Every year, All

UC: Fine Arts

DR 360. Acting II. 3 Credits.

In this studio course, student actors use exercises in acting technique to deepen and refine their ability to create reality on stage. Students explore the skills necessary to create a sense of truth on stage, beginning with scene analysis and enhanced by weekly in-class scene showings. Discussions on reading written by industry leaders focus on how to apply performance techniques to students' individual scenes and daily lives.

Prerequisites: Take DR 160.

Offered: Every year, Spring

UC: Fine Arts

DR 370. Internship, Conservatory or Professional Experience. 3 Credits.

Senior theater majors are required to complete a minimum of 120 hours at an internship, conservatory or professional experience in theater or a related field. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.

Prerequisites: Senior status 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

UC: Fine Arts

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.

Offered: Every other year, Fall

UC: Fine Arts

DR 391. Playwriting II. 3 Credits.

This course centers on the full-length play. Students develop their own unique styles and strategies for writing plays while exploring the diverse techniques employed by the playwrights who have already established a foundation for the craft. The semester culminates with a public reading of each student's best work.

Prerequisites: Take DR 350.

Offered: As needed

DR 410. Senior Seminar. 3 Credits.

This seminar is required for all senior theater majors. Students engage in a culminating project. During their junior year, students work with an adviser to prepare and submit a detailed proposal outlining their project. Approval is not automatic. Projects are reviewed by a faculty committee and students may be asked to submit revisions or alternative proposals.

Offered: Every year, Spring

Economics (EC)

EC 101. Chocolate, Cheating and Climate Change - Everyday Economics. 3 Credits.

This course explores how economics touches our everyday lives including everything from our choice of chocolate, to the decision whether or not to cheat, to the global economics of climate change. Designed for non-majors, we take a less mathematical approach to exploring these issues, including the use of news media, experiments, and class discussion. Not open to students who have taken EC 111 or EC 112.

Offered: Every year, Spring

UC: Social Sciences

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, All

UC: Social Sciences

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, All

UC: Social Sciences

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: As needed

UC: Social Sciences

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

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

UC: Social Sciences

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

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 short-run macroeconomic analysis and the roles of fiscal and monetary policy in a modern economy.

Prerequisites: Take EC 112.

Offered: Every year

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, MA 176, MA 206 or MA 275.

Offered: Every year, All

EC 304. Environmental Economics (ENV 304).**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 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

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 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, Fall and Spring

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

EC 375. Development Economics.**3 Credits.**

This course analyzes 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: As needed

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, Fall

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 first-year students 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 is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course 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. Only IDS majors may register for this course. 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 or EN 103H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

ED 251. Global Engagement in Education. 3 Credits.

This course provides a faculty-led opportunity for students to spend their spring break studying education in Guatemala. The course meets throughout the spring semester in preparation for the trip and post-spring break to reflect and learn from the experience. Topics include the history and culture of the country to be visited, intercultural complexity and cultural humility, frameworks of global engagement, peer-to-peer learning with local educators and the exploration of global educational models. All students must apply for this course in the fall semester through the Office of Global Engagement prior to registration. Enrollment is limited.

Prerequisites: Take ED 140.

Offered: Every year, 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

UC: Humanities

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, ED 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, ED 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, ED 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 and; ED 220 or ED 260.

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 436L. 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 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 on 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.

Corequisites: Take ED 468L.

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 436L.

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 English 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 105. Learning Strategies Seminar. 0-1 Credits.

The purpose of this course is to introduce students to evidence-based learning strategies and to help students become self-regulated learners who are capable of achieving their full academic potential. Students reflect upon the fundamental nature of learning and what types of learning activities best facilitate their learning process. In addition, students also explore topics related to achievement motivation and growth mindset. The ultimate goal of this course is to help students not only develop a deeper understanding of these topics, but learn ways that the strategies and tools discussed in class readings and discussions can inform their personal study habits.

Offered: Every year, Fall and Spring

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

UC: Breadth Elective

ENR 189. Independent Study. 3 Credits.

Offered: As needed

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 functioning of engineering projects 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 300. Special Topics in Engineering Project Management (CAPM) Designation. 1-3 Credits.

Offered: As needed

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.

Prerequisites: Senior status in the major required.

Offered: Every year, Fall and Spring

ENR 490. Engineering Professional Experience. 0-1 Credits.

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 adviser.

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 attentive 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 with a broad range of academic texts, 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 readings of a broad range of academic texts, 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 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. Reading Literature. 3 Credits.

What is literature for? Why read it? Is it relevant in the electronic age? Is there is something we can point to and say "that's literature" as a category? The course is about how we read literature as a way of thinking about some answers to those questions. Students read some short stories, poems and perhaps a short novel, argue about what they mean, and what their purpose might be in our lives.

Offered: Every other year, Spring

UC: Humanities

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 207. Interactive Storytelling and Narrative (GDD 250).****3 Credits.**

This course explores the craft and purpose of interactive storytelling. Course content will cover both the creation and analysis of various interactive texts. Students in this class will combine basic coding language with creative writing principles to produce a complex interactive narrative. The interactive narrative will serve as a semester-long project that emphasizes autonomous characters, a responsive setting, and meaningful story branches navigated by a user. Students will also develop a theoretical understanding of interactive media.

Offered: As needed**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**UC:** Humanities**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**UC:** Humanities**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**UC:** Humanities**EN 213. The Nature Essay (ENV 213).****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**UC:** Humanities**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 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**UC:** Humanities**EN 220. The Short Story As a Genre.****3 Credits.**

This course asks students to explore several remarkable stories across more than two centuries and from a variety of cultures and perspectives. It also helps students to read as literary, writerly critics. The history of how the short story form itself - the genre - has developed is a corner stone of the course's structure. Authors discussed may include the following internationally recognized masters, among others: Poe, Melville, Chopin, Hurston, Kawabata, Hemingway, Baldwin, Bambara, Erdrich, Alexie, Zadie Smith, and Diaz.

Offered: Every year, Spring**UC:** Humanities**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 year, Spring**UC:** Humanities

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 year, Fall**UC:** Humanities, Intercultural Understand**EN 230. Reading the Environment (ENV 235).****3 Credits.**

We live at an unprecedented juncture in human and natural history: the burning of greenhouse gases for energy has transformed the world, initiating a period of human abundance and environmental destruction. In this class, students read texts that address the environment, seeking to understand the rhetorical and generic gestures through which we engage our carbon-based realities.

Offered: Every year, Spring**UC:** Humanities**EN 235. Literature by Women (WGS 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, Dickinson, Jewett, Hurston, Morrison, Cisneros, Kincaid, Abouzeid, Kingston, and Dangarembga among others.

Offered: Every year, Fall**UC:** Humanities, Intercultural Understand**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**UC:** Humanities**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**UC:** Humanities**EN 250. Survey of English Literature II.****3 Credits.**

This course explores the literary history of English literature from 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**UC:** Humanities**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**UC:** Humanities**EN 265. Black Writers in and Beyond the US.****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**UC:** Humanities, Intercultural Understand**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**UC:** Humanities**EN 277. Literature of 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 literary works 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**UC:** Humanities, Intercultural Understand**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**UC:** Humanities**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**UC:** Humanities**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 other year, Spring

EN 303. The Art of Audio Narrative (FTM 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. from World War II through 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. Twentieth-Century British Literature.**3 Credits.**

In this course, we will be reading British fiction, but doing so in a somewhat different manner. Scholars have long emphasized the experiments of modernism in the early Twentieth Century and, indeed, we will begin there in the works of Joseph Conrad and Virginia Woolf. But we're going to take a broader view: we will cover the whole century, not just its early years, and we'll read genre literature often excluded from serious consideration. So our itinerary includes not only the modernists, but also writers as diverse as Agatha Christie, Graham Greene and the world's latest Nobel Laureate in literature, Kazuo Ishiguro. In doing so, we will examine how the provincial English at last began to acknowledge the world-how they began to see their own empire and its aftermath-and how this more globally minded writing ties together a century of literary and popular narratives.

Prerequisites: Take one 200-level English course.

Offered: Every Third Year, Spring

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 330. World Literature. 3 Credits.

This course addresses literary topics by reading texts drawn from various national, regional or transnational literatures.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Fall

EN 338. American Literature by Women of Color (WGS 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.

Prerequisites: Take one 200-level English course.

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 one 200-level English course.

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 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 nurture, 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 Bradstreet, Edwards, Rowlandson, Equiano, Wheatley, Brockden Brown, Emerson, and Hawthorne.

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- to 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 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 Twain, James, Chopin, Chesnutt, Howells, Wharton, and Crane.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Fall

EN 390. Environmental Writing (ENV 390). 3 Credits.
This course considers the rhetoric of environmental communication. How can we write to reach audiences both professional and public? Explaining scientific knowledge is tricky at the best of times, but environmental communication is now burdened by extraordinary political, social, and cultural complexities. You will develop your rhetorical sensitivity and linguistic facility by analyzing historical examples and practicing genres (both technical genres like the proposal and public facing ones like articles and essays).

Prerequisites: Take EN 101 and EN 102; or EN 103H.

Offered: As needed

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 students the opportunity to develop expertise on a text/field/question of their choice, while providing them 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 110. Entrepreneurship and Innovative Responses to the Coronavirus. 3 Credits.

This course introduces students to how entrepreneurs and organizations are responding to the coronavirus. In this most unprecedented moment, we examine how entrepreneurs and organizations are coming up with creative and innovative solutions to combat the effect of the virus on individuals, communities and our economy. The course helps students develop an understanding of entrepreneurial and innovative thinking and how they can use this perspective to solve important problems.

Offered: As needed

ENT 210. Introduction to Entrepreneurial Thinking and Practice. 3 Credits.
Entrepreneurship is much more than the process of starting a company. Entrepreneurship is a habit of mind and an attitude. It is a skill set applicable to pursuing innovation in organizations, personal and career contexts, and an approach to life built around innovative thinking, calculated daring and proactive behavior. This course introduces students to the entrepreneurial mindset, the context of entrepreneurship, and skills necessary to use the entrepreneurial mindset in the workplace, in starting a new venture and in one's personal life.

Offered: Every year, All

UC: Breadth Elective

ENT 220. The Business of Music. 3 Credits.
The business of music is an introductory course for students interested in the performing or non-performing aspects of the music industry especially the knowledge of business necessary for success. Topics include copyright law, music publishing, music licensing, record operations, and music marketing.

Offered: As needed

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. Creating 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. Creativity and Innovation. 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 financial 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: crowdfunding, financial forecasting and developing key performance metrics.

Prerequisites: Take ENT 210.**Offered:** Every year, Spring**ENT 331. Family or Small Business Financing.****3 Credits.**

This course addresses the financial aspects of small business and family business companies. The core financial aspects of business problems encountered by those running a small or family business are covered through the discussion of financial topics including working capital management, forecasting, budgeting, financial statements, small business administration programs, succession planning, and alternative solutions to commonly encountered financial problems.

Prerequisites: Take ENT 210.**Offered:** As needed**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. Social Entrepreneurship.****3 Credits.**

Social entrepreneurship examines the practice of identifying, starting and growing successful mission-driven for-profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. This course provides a socially relevant academic experience that enables students to gain in-depth insights into economic and social value creation across a number of sectors/areas including but not limited to: poverty alleviation, energy, health, food security, environmental issues and education.

Offered: Every year, Spring**UC:** Breadth Elective, Intercultural Understand**ENT 360. Small and Family Business.****3 Credits.**

This course helps students understand how to successfully operate an existing family or small business. The course further covers the unique characteristics that distinguish a family or small business from other businesses including estate planning and succession planning.

Offered: As needed**ENT 361. Managing the Family or Small Business.****3 Credits.**

This class is focused on leadership, hiring, growing/improving, motivating, and firing employees, and working with higher ups in an organization. It specifically addresses the challenges when those individuals have long tenure with the business or are family members.

Prerequisites: Take ENT 210.**Offered:** As needed**ENT 371. Business Plan Competition.****3 Credits.**

This course prepares students to compete in business competitions with their business ideas. These competitions might include the QU business model competition, the CT state competition, and other state and national competitions. Students work with a faculty mentor and also work as a group to refine, improve and deliver a successful pitch or business model presentation.

Offered: Every year, Spring**ENT 410. Creating New Business Models.****3 Credits.**

Students ideate and explore the development of business models for a digital, product or service 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:** As needed**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:** As needed**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**UC:** Fine Arts

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.

Offered: As needed

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 preproduction 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, FTM 112 and Sophomore status required.

Offered: Every year, All

FTM 280. Visual Effects (VFX) Techniques.**3 Credits.**

This is a foundational course in the field of visual effects, involving intensive hands-on production and post-production training. Topics include compositing, keying, rotoscoping, tracking, retouching, color manipulation, matching, mattes and cinematography and lighting for VFX. Preproduction concepts and techniques specific to VFX creation also are covered.

Prerequisites: Take FTM 110 and FTM 112.

Offered: As needed, All

FTM 300. Special Topics.**3 Credits.**

New or experimental courses on a variety 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 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. Sophomore status required.

Offered: Every year, Fall

UC: Fine Arts

FTM 322. History of Film (and Television) II.**3 Credits.**

This course explores 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

UC: Fine Arts

FTM 330. Emerging Cinematography Techniques.**3 Credits.**

This course is designed to engage students in the cutting edge of cinematography and lighting. Students undertake in-depth exploration of developing concepts and become familiar with emerging technologies, equipment and narrative techniques through lectures, demonstrations and hands-on exercises.

Prerequisites: Take FTM 110 and FTM 112.

Offered: As needed, All

FTM 342. Directing Film and Television.**3 Credits.**

Students are introduced to the history, theory and basic concepts of narrative single camera field and multicamera 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. Sophomore status required.

Offered: Every year, Spring

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 245 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 110.

Offered: Every year, Fall

FTM 380. Projects in Audio Production. 3 Credits.

In this course, students learn the theory and technique behind audio capture, editing and mixing. With audio production, students learn how to record for voice, ambience and other film/radio/TV applications. In mixing, students learn how to combine disparate audio ideas in order to make meaningful expressions that can complicate and amplify visual media. Participants learn that audio storytelling goes beyond language and can be employed for emotional effect in surprising ways. Students learn the basics of working in a DAW (Digital Audio Workspace) and also learn how to "round trip" audio through the Adobe Creative Suite. Participants learn how to improve audio in their own projects while also learning about careers such as sound mixer and podcast producer. No previous musical or technical training is required to take this course.

Prerequisites: Take FTM 110.

Offered: As needed, 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, Fall

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 include post-production workflow, the art of the cut, the Rule of Six, audio mixing, sound design, foley, primary color grading, and secondary color grading. Software utilized includes the Adobe Creative Suite and DaVinci Resolve.

Prerequisites: Take FTM 110, FTM 112.

Offered: As needed

FTM 393. 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 495. Senior Project Colloquy: 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 493.

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, characteristics 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 risks and returns.

Prerequisites: Take FIN 201.

Offered: Every year, Fall

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: As needed

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 201, CIS 245.

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: As needed

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 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 350.

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: As needed

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 310, FIN 320.

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 Quinnipiac 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 310, FIN 320, FIN 360.

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 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 restructuring, the valuation of assets, various means of financing acquisitions, defensive strategies, as well as post-merger, acquisition, and takeover 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: As needed

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 Rotman Interactive Trading 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.

This course provides an opportunity for 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 101H. Honors First-Year Seminar. 3 Credits.

The Honors First-Year Seminar introduces students to the concept of inquiry as a process that utilizes multiple and diverse perspectives to systematically examine questions or problems. Students learn about inquiry through readings from various disciplines and the investigation of a guiding/enduring question drawn from the instructor's area of expertise. By the end of the course, students begin to develop a question that they wish to explore throughout their undergraduate educational experience utilizing the skills and knowledge that they acquired throughout this course.

Offered: Every year, All

FYS 150. First-Year Seminar Modules. 0-1 Credits.

Offered: Every year, Fall and Spring

Fitness, Leisure and Wellness (FLW)

FLW 102. Yoga Yashtanga/Vinyasa.

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. They also learn how to purchase, use and maintain equipment. Course is offered off campus at Prime Club in 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 the use of irons, woods and putter, as well as rules of golf and course etiquette. A full set of clubs is provided. Course is taught off campus at Sleeping Giant Golf Course in Hamden. Students must provide their 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, from 4-7 p.m., and Saturday and Sunday, from 10 a.m.-4 p.m. Course is taught off campus at Laurel View Country Club in Hamden. Students must provide their own transportation.

Offered: Every year, Fall and Spring

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 133. Food As Medicine.**1 Credit.**

Plants have many constituents beyond macronutrients, vitamins and minerals that play a role more like a medicine than a nutrient. Students learn to view food as an effective preventive strategy, making us less susceptible to bacteria and viruses. The course covers the impact of a healthy microbiome on human physical and mental health, as well as soil and plants. Students explore local food and learn delicious ways to get more in our daily diet.

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. Course is offered off campus at Deer Lake in Killingworth. Students must provide their 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, from 4-7 p.m., and Saturday and Sunday, from 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, from 4-7 p.m., and Saturday and Sunday, from 9 a.m.-2 p.m. Course is offered off campus at Hamden ponds. Students must provide their 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. In this course, students 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 a final ride of 1 hour, 15 minutes. Everyone succeeds. Spinning is taught at the York Hill Campus.

Offered: Every year, Fall and Spring

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 159. Fitness Leisure Wellness Elective.**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, the Farm River and 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. Course is offered off campus at Hanover Pond in Meriden. Students must provide their own transportation.

Offered: Every year, Fall

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 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, from 4-7 p.m. and Saturday and Sunday, from 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 introduces a classical Jazz Technique thru warm-up and across the floor movements. Students enhance body placement (alignment), strength and conditioning. Students learn general health guidelines while mastering choreography pieces.

Offered: Every year, Fall and Spring

FLW 174. Ballet to Broadway - Classical Technique Applied to Contemporary Choreography.**1 Credit.**

This course offers "moving" history. Students study ballet technique, including classical training in barre, center floor and across the floor. Students learn exercises, dance steps and choreography from the 1500's to present day 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, headlock 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 a dance influence. This class moves at a high pace rhythm. Stomp, Jumps and Runs get the heart beating to the sound of music. This is a high speed dance style movement class. Dancers and non-dancers, 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. Independent Study. 1 Credit.**FLW 215. Wellness Through Community Action: Best Buddies. 2 Credits.**

Students actively participate in planning, organizing, implementing and evaluating community activities with a service learning approach. Essential topics to be covered include dimensions of wellness, mentoring, intellectual and developmental disability awareness, event planning, programming, and volunteer management. Students are required to attend a community event outside of scheduled class time.

Offered: Every year, Fall and Spring

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, reading, and writing. Cultural practices and traditions of the French-speaking world are also presented. 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

UC: Breadth Elective, University Curriculum Ele

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

UC: Breadth Elective, University Curriculum Ele

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, and poems) on topics of general interest. Students also broaden their knowledge of the French-speaking world to expand their ability to make cross-cultural comparisons.

Prerequisites: Take FR 102 or placement into FR 201.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

FR 202. Intermediate French II. 3 Credits.

This course is a continuation of FR 201.

Prerequisites: Take FR 201.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

FR 299. Independent Study. 3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: As needed, All

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. Culture is also integrated with language using a wide variety of sources.

Prerequisites: Take FR 202 or placement into FR 301.

Offered: As needed, Fall

UC: Breadth Elective

FR 302. Advanced French II. 3 Credits.

This course is a continuation of FR 301.

Prerequisites: Take FR 301.

Offered: As needed, Spring

UC: Breadth Elective, University Curriculum Ele

FR 399. Independent Study. 3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: As needed

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, videogames), 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 game industry. Students learn critical analysis of games and the process of design documentation.

Offered: Every year, All

GDD 102. Drawing for Games and Animation. 3 Credits.

In this course, students learn basics of proportion, anatomy, weight and balance to develop characters for video games and 2D and 3D animation. Topics include approaches to stylization such as animé and graphic novels. Students use traditional pencil and paper as well as Adobe Photoshop and other software.

Offered: Every year, Fall

GDD 110. Introduction to Visual Design for Games. 3 Credits.

This foundation course prepares students for upper-level coursework by introducing critical, analytical and problem-solving strategies for researching and developing graphics for games. Topics include layout, color theory, font management, logo design, and user interface design. Practical hands-on methods include visual research, design journals, thumbnail sketches, concept art, pixel art, storyboarding and 2D development tools. Completed artwork is then integrated into game engines.

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 with creative problem solving and generative visual aesthetics. No previous experience with programming necessary.

Offered: Every year, Fall

UC: Fine Arts

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 a practical, hands-on overview of game development. Students learn how to make games from scratch by using a game engine to code behaviors and manipulate assets. Individual game development concepts are introduced incrementally. Students are required to demonstrate their understanding of these concepts through creative project work. Some programming experience is required.

Prerequisites: Take GDD 140 or CSC 110 or equivalent college level programming course.

Offered: Every year, Spring

GDD 201. Professionalism Practice for Game Design.**3 Credits.**

In this course, students practice the skills necessary for professional work in game development. They develop a portfolio that showcases their skills and work using HTML, CSS, and Javascript and create polished game design process documentation. Topics include: researching and applying game analysis and theory to creative practice, brainstorming, prototyping, and playtesting game pitches.

Offered: Every year, Fall

GDD 202. Game Art I.**3 Credits.**

This course introduces students to the basic skills and pipeline for creating 2D and 3D assets for games and animation. Topics include: lighting, modeling and textures. Artwork is integrated into 3D game engines and optimized for performance.

Prerequisites: Take GDD 102 or GDD 110 or permission of the program director.

Offered: Every year, Fall

GDD 207. Digital Music Composition for Games.**3 Credits.**

This course covers the fundamentals of audio creation and implementation for games using a variety of software and digital tools. Readings on theory are integrated with group discussions and critique of student work. Classwork is project-based and students are encouraged to design audio for projects being developed in other classes.

Offered: As needed

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 215. eSports Management.**3 Credits.**

This course is designed to teach students how to recruit, retain, develop and manage eSports teams. Students also explore the eSports industry, its rise and growth, trends in the space and where the field is likely to go. Finally, students discuss the business of eSports and look at possible opportunities that may arise from the growth of this new competitive space, including impacts on student athletes and colleges, professional teams, the world of sports (including the Olympics), and sponsorships.

Prerequisites: Take GDD 101.

Offered: As needed

GDD 250. Interactive Storytelling and Narrative (EN 207).**3 Credits.**

This course explores the craft and purpose of interactive storytelling. Course content will cover both the creation and analysis of various interactive texts. Students in this class will combine basic coding language with creative writing principles to produce a complex interactive narrative. The interactive narrative will serve as a semester-long project that emphasizes autonomous characters, a responsive setting, and meaningful story branches navigated by a user. Students will also develop a theoretical understanding of interactive media.

Offered: As needed

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 301. Game Design Tools and Processes.**3 Credits.**

Students examine games from different perspectives and investigate how those perspectives affect the design process. Project work encourages students to consider the physical, cognitive and narrative potential in games. Students use a number of game-making tools that support these perspectives.

Prerequisites: Take GDD 210.

Offered: Every year, Spring

GDD 302. Game Art II.**3 Credits.**

Students continue working with software tools required for designing and building 2D and 3D assets such as characters, costumes, props, levels, environments and worlds.

Prerequisites: Take GDD 202.

Offered: Every year, Spring

GDD 303. The Art of Audio Narrative (FTM 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 Lab III 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 Game Lab provides students with an experiential learning opportunity by building a game for a client or for publication. 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: Permission of instructor.

Offered: Every year, Spring

GDD 314. VR/AR Development for Games.**3 Credits.**

This course is an exploration into the potentials of Augmented and Virtual Reality in play and games. Students learn the skills to design and develop Virtual Reality applications for dedicated headsets and Augmented Reality applications for smartphones in Unity.

Prerequisites: Take GDD 200.

Offered: Every year, Spring

GDD 316. Advanced Topics in Game Development.**3 Credits.**

Modern games rely on a range of algorithms and mathematical techniques to generate compelling dynamic game mechanics. This course develops advanced topics through mediated examples, playtesting and collaborative projects. Students build working prototypes that leverage applied math to generate complex game mechanics. The course will review basic mathematical tools for game physics, transforms, trajectory and mesh generation. More complex behaviors and movements are addressed through algorithms for procedural generation, agents, artificial intelligence, swarms and dynamic surfaces.

Prerequisites: Permission of instructor.

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: As needed

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: As needed

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: As needed

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 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: Fall

GDD 396. Games, Learning & Society.**3 Credits.**

This course addresses the design, use, and assessment of serious and meaningful games in education. The class has both theoretical and applied components. Students will conduct literature reviews to understand current practice in a specific area of applied games, i.e. outcomes assessment, data collection, games for physical therapy, games for diabetes management, games to train surgeons, etc. and then produce a research paper on their area of focus. Students will then design, prototype, and test an applied game that addresses an actual societal need. Partnership with outside individuals and institutions is encouraged and supported.

Offered: As needed

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 art assets. Topics include techniques of advanced 3D modeling, rigging, texturing, lighting, motion capture and animation, scene planning, virtual camera angles, rendering, editing and compositing.

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: As needed

GDD 410. Game Lab V: Team Projects. 3 Credits.

Game Lab V and VI form 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. Students learn the basics of agile development and how to put it into practice. 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 activities during their undergraduate years have shaped their personal goals and aspirations. Students refine and polish their portfolio, produce a resume and other professional materials and prepare 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 (ENV 150). 3 Credits.

This course is an introduction to the basic concepts and fundamental issue in geography, focused on global interconnections and the variation in how human use the Earth's surface. Major topics include the growth and distribution of human population; the localization and spatial characteristics of land use; geopolitics and colonialism; environmental geography; the geography of economic development; the geographic analysis of issues such as gender, racism, poverty, language and religion.

Offered: Every other year, All

UC: Social Sciences

GP 222. Environmental Geography and Culture (ENV 222). 3 Credits.

This course provides students with an understanding of the fundamental concepts of environmental geography. It introduces students to ways in which humans affect the environment, the effect our environment has had upon humans, as well as the conceptualization and implementation of sustainability. Students are exposed to the cultures, environments, and peoples of the world.

Offered: As needed, All

UC: Social Sciences

GP 240. Fundamentals of Geographic Information Systems. 3 Credits.

In this course, students will learn the fundamentals of using geographic information systems (GIS) for environmental modeling and decision making.

Prerequisites: Take GP 222 ENV 222 or GP 101.

Offered: As needed

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 (ENV 323). 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. Cultural practices, artifacts, and traditions provide a focal point for application of grammar and vocabulary. 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

UC: Breadth Elective, University Curriculum Ele

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

UC: Breadth Elective, University Curriculum Ele

GR 210. Introduction to German Culture. 3 Credits.

This course taught in English offers an introduction to important historical events, figures, movements and ideas that have shaped the culture of German-speaking countries. Students learn about aspects of daily life, traditions, philosophical movements, and cultural artifacts in architecture, literature, art, film and music.

Prerequisites: Take EN 101.

Offered: As needed

Gerontology (GT)

GT 202. Gender and Aging (SO/WGS 202). 3 Credits.

The purpose of this advanced seminar is to study older women's and men's experiences with aging. The focus is on the complex interplay between age and gender as we examine the social, economic and policy issues surrounding the needs of older women and men.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every other year, Spring

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 220. Special Topics in Gerontology. 3 Credits.

Offered: As needed

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

UC: Social Sciences

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 or SO 101H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

GT 270. Community Program Development (SO 270). 3 Credits.

This course addresses the creation of community-based programs and services especially within the nonprofit and public sectors. Topics covered include: approaches to leadership, community engagement, needs identification, problem analysis, models of intervention, and elements of grant proposal writing.

Prerequisites: Take SO 101 or SO 101H.

Offered: As needed

GT 290. Research Methods (SO 290). 3 Credits.

This course introduces students 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 or SO 101H.

Offered: Every year, All

GT 300. Special Topics in Gerontology. 3 Credits.

Offered: As needed

GT 305. Sociology of Death and Dying (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.

Offered: Every year, Fall and Spring

GT 311. Introduction to Social Work (SO 311). 3 Credits.

This course provides students with an introduction to the field of social work, including its historical roots, its fundamental principles and its 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 or SO 101H.

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 or SO 101H.

Offered: Every year, Spring

GT 325. Counseling Older Clients (SO 325). 3 Credits.

Students are introduced to theories and models of effective communication with select members of an elderly population. Topics include practical aspects of communication of social service workers with older clients, older parents, older patients and the terminally ill; interview and counseling techniques; and the role of social service workers, past and present.

Prerequisites: Take SO 101.

Offered: As needed

GT 365. Aging and Social Problems (SO 365). 3 Credits.

This course considers the social policies 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 or SO 101H.

Offered: Every year, Summer

UC: Breadth Elective, Intercultural Understand

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 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. Coursework 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 GT 205, GT 263.

Offered: Every year, Fall and Spring

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, Spring

GT 400. Senior Seminar (SO 400). 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, Fall and Spring

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. COVID-19, 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

Graphic & Interactive Design (GID)

GID 110. Design Research and Methods. 3 Credits.

This foundation course in research methods for art and design introduces informed strategies for problem solving and prepares students for upper-level coursework in graphic and interactive design. Emphasis is placed on the role of critical thinking in the design process. Theoretical models of design analysis are introduced. Practical hands-on methods include visual research, design journals, thumbnail sketches, mind maps, storyboards, comprehensives, diagramming, prototyping, case studies, topic and content development and other forms of conceptualization.

Offered: Every year, Fall

GID 161. Web Design I. 3 Credits.

This course extends the knowledge and practice of visual design using professional-level software for the creation of web design in preparation for advanced coursework. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence.

Prerequisites: Take IDD 110 or GID 110; and COM 130.

Offered: Every year, Fall and Spring

GID 200. Special Topics in Graphics and Interactive Design. 3 Credits.

Offered: As needed

GID 205. Visual Thinking: Practice and Process. 4 Credits.

This course builds a foundation in visual thinking practices and cultivates a better understanding of the creative process. Students examine the ways in which images communicate meaning and how visual thinking can be used as an alternative to and enhancement of verbal and quantitative thinking. Insights and applications to different fields including psychology, art, medicine, literature and business are explored throughout. The study and practice of a variety of visual thinking techniques build the foundation for generating innovative concepts and developing personal creative and visual thinking practices. No previous art, design or drawing experience necessary.

Offered: As needed

GID 210. Graphic Design History. 3 Credits.

This course surveys the historical and cultural events, movements and achievements that laid the groundwork for the contemporary practices and products of graphic design. Through lecture, video, discussion, research and studio projects, students are introduced to the visual history, the innovators and the technologies that influenced and transformed the practices of visual communication.

Prerequisites: Take IDD 110 or GID 110.

Offered: Every other year, Fall

GID 250. Web Design II. 3 Credits.

This intermediate web design course provides further study in current industry standards for UX/UI design. User experience and user interface methods are explored and practiced in addition to a grounding in information architecture processes and techniques. Websites are developed using responsive design requirements.

Prerequisites: Take IDD 110 and IDD 161 or GID 110 and GID 161.

Offered: Every year, Spring

GID 270. Typography I. 3 Credits.

This course enables the student to both understand type and to use it as a design element. Using current computer graphics technology, topics explored include the use of type, page layout, color and the importing of graphics. Using professional page layout software, students create projects that demonstrate both design aesthetics and technical skills. Finished pieces are printed and become part of the student's portfolio.

Prerequisites: Take COM 130; and IDD 110 or GID 110.

Offered: Every year, Fall

GID 300. Special Topics in GID. 3 Credits.

Prerequisites: Take IDD 161 or GID 161 or COM 130.

Offered: As needed, All

GID 301. Motion Graphics I. 3 Credits.

This course explores aesthetic, critical and technical topics in motion graphics and 2D animation. Students produce projects that demonstrate knowledge and understanding of 2D animation and motion graphics used in the field of design.

Prerequisites: Take IDD 110 and IDD 161; or GID 110 and GID 161.

Offered: Every year, Fall and Spring

GID 305. Digital Photography. 3 Credits.

This course explores the aesthetic, critical and technical topics in the creation of photographic images. Through practice, research and critique, students develop the conceptual, technical and critical skills needed to create innovative photographic projects.

Offered: As needed

GID 315. Mobile Interaction Design. 3 Credits.

This course covers practical techniques for researching, designing and prototyping mobile applications and experiences. Some of the topics covered include wireframe creation, user studies and paper and digital prototyping.

Prerequisites: Take IDD 301 or GID 301.

Offered: Every year, Spring

GID 370. Typography II. 3 Credits.

This course picks up where GID 270 leaves off by instructing in advanced typographic design; the use of grid structures; juxtapositions of type and image; and preparation for offset printing. Using the current computer technology, students create projects that demonstrate both an advanced knowledge of design/typography and current digital production processes. Finished pieces are printed and become part of the student's professional portfolio.

Prerequisites: Take IDD 270 or GID 270.

Offered: Every year, Spring

GID 399. Advanced Independent Studio Work in Graphic and Interactive Design. 1-6 Credits.

Advanced independent studio work in graphic and interactive design.

Offered: As needed, All

GID 400. Special Topics in GID. 3 Credits.

Prerequisites: Take IDD 301 or GID 301.

Offered: As needed, Spring

GID 410. Web Design III. 3 Credits.

This course explores advanced aesthetic, critical and technical topics in website design, development, structure and information architecture. Students use problem-solving methods of design research and analysis combined with authoring and scripting environments to enhance design, interaction, usability and effective communication. Topics include current processes and technologies of web design and web standards. Senior status required.

Prerequisites: Take IDD 250 and IDD 301; or GID 250 and GID 301.

Offered: Every year, Fall

GID 440. Motion Graphics II. 3 Credits.

This course explores advanced aesthetic, critical and technical topics in motion graphics and animation. Topics include typography and motion graphic design and layout, editing digital video, and audio. Students use problem-solving methods of design research and analysis to produce digital video animations that demonstrate both knowledge and understanding of motion graphics, and that provide them with professional entry into the field.

Prerequisites: Take IDD 301 or GID 301.

Offered: Every other year, Spring

GID 480. Senior Seminar and Portfolio. 3 Credits.

In this course, students consider critical issues in interactive design and prepare a portfolio, website, resume and other professional materials. For majors in graphic and interactive design. Senior status is required.

Prerequisites: Take GID 410.

Offered: Every year, Spring

GID 499. Advanced Independent Studio Work in Graphic and Interactive Design. 3 Credits.

Advanced independent studio work in graphic and interactive design.

Offered: As needed, All

Health Management (HM)

HM 201. Introduction to Healthcare Management. 3 Credits.

The course introduces the students to the healthcare systems. This course prepares students to better understand the healthcare policies and the finance of healthcare in the United States. It provides an understanding of healthcare delivery mechanism, the role of different providers and facilities, and access to healthcare from the population perspective.

Offered: Every year, Spring

HM 320. Introduction to Health Insurance. 3 Credits.

This course provides an overview of the design, function, management, and regulation of public and private health insurance plans, including third-party reimbursement and payment methodologies used by private and public insurance programs and payer mix for healthcare managers. Students assess health insurance from the government, business, and consumer perspective by discussing how healthcare reforms and innovations in health insurance deliveries affect the organization and the consumer use of health insurance. It offers an overview of provider contracting, and utilization and quality control methodologies used by health insurance plans.

Offered: As needed

HM 365. Health Care Analysis. 3 Credits.

This course introduces the application and components of healthcare data analytics. The course describes the concepts underlying the healthcare analytic techniques and strategies to identify, measure, and improve healthcare quality, system efficiency, and human resource productivity. Students work with healthcare data and develop and use healthcare indicators. The course provides a foundation for data presentation and visualization of information for decision making.

Offered: As needed

HM 404. Legal Aspects of Health Care Delivery. 3 Credits.

This course presents an overview of the legal and ethical issues that are encountered in the health care industry. It provides students with a basic working knowledge of health law. This is an introductory course that covers a wide variety of health care legal issues. By the end of the course, students should attain a basic knowledge of health law and its application to health care management.

Offered: Every year, Fall and Spring

Health Science (HSC)

HSC 159. Health Science Elective. 3-15 Credits.

Offered: As needed

HSC 201. Career Planning and Development in the Health Sciences. 1 Credit.

This course aims to assist students in developing their individual career and professional development plans within the field of health care. Topics include: exploring job search strategies, resume and cover letter preparation, interviewing skills, effective business communication and presentation skills, and professionalism in the workplace. This course is graded on a pass/fail basis.

Offered: Every year, Fall and Spring

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 first-year and sophomore health science students.

Offered: Every year, All

HSC 205. Age-Related (HSC 505) Community Engagement Youth. 1 Credit.

This one-credit course utilizes experiential learning through the implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn about and be a contributor to community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for youth.

Offered: Every year, All

HSC 206. Community Engagement Legacy Service Learning Seminar: International (HSC 506). 1 Credit.

This one-credit course utilizes experiential learning through the implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn about and be a contributor to community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for older adults.

Offered: Every year, All

HSC 207. Interprofessional Community-Based Service Learning Seminar: Special Populations (hsc 507). 1-2 Credits.

This course involves active learning implementing a program with a local community partner working with at-risk population. Students are required to participate in 10-15 hours of community engagement. They observe and apply the concepts of interprofessional health care in a community-based setting. Faculty with expertise in the analysis of community-based practice lead discussions and community engagement related to population health in the local community. This course may be taken more than once. Offerings include MTW section during Thanksgiving week.

Offered: Every year, All

HSC 208. Community Engagement Veterans. 1 Credit.

This one-credit course utilizes experiential learning through the implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn about and be a contributor to community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for veterans.

Offered: As needed

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: Course is designed for students in Online BS/HSC Completion Program. Take MA 275 or MA 206.

Offered: Every year, Fall and Spring

HSC 212. Mental Health and Psychological First Aid. 1 Credit.

This one-credit, 14-hour training course designed to offer students key skills to help someone who is developing a mental health problem or experiencing a mental health crisis. Just as CPR training helps a layperson without medical training assist an individual experiencing a heart attack, Mental Health First Aid and Psychological First Aid training helps students assist someone experiencing a mental health crisis.

Offered: As needed

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, BIO 102L; or BIO 151, BIO 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. (2 lab hrs.)

Prerequisites: Take BIO 102, BIO 102L.

Offered: Every year, Fall and Spring

HSC 215. Complementary and Alternative Medicine - a Health Science Perspective. 3 Credits.

This course is beneficial for any student who is planning on working in health care. It explores the history of Complementary and 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.

Prerequisites: Designed for students in Online BS/HSC Completion Program. Take Eight credits of biology such as BIO 101/L, BIO 102/L, BIO 150, BIO 151, BIO 211/L or BIO 212/L.

Offered: Every year, Spring

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, BIO 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 first-year and sophomore students 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 BIO 101L; or BIO 150; or BIO 211 BIO 211L; and EN 101 EN 102; or EN 103H.

Offered: As needed

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, BIO 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, BIO 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, BIO 102L or BIO 151.

Offered: Every year, Fall and Spring

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, BIO 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. 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, along with select specialized topics and current events.

Prerequisites: Course is designed for Online BS/HSC Completion Program Students. Take BIO 102, BIO 102L or BIO 151.

Offered: Every year, Spring

HSC 299. Independent Study. 1-6 Credits.**HSC 300. Special Topics in Health Science. 2 Credits.**

This Special Topics course covers emerging issues or specialized content in the area of health science or health care. Students examine multiple perspectives of the current or emerging topic through readings, discussions and projects. The course guides student discovery on how the issue has evolved, and examines current advancements, problems and breakthroughs.

Prerequisites: Take BIO 102, BIO 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.

Prerequisites: Take BIO 102, BIO 102L or BIO 151.

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 308. Community Engagement Leadership. 2 Credits.

This two-credit course involves experiential learning through the development and implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn to be leaders for community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for a population or organization.

Offered: As needed

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, All

HSC 317. Nutrition Across the Life Cycle. 3 Credits.

The class explores the nutritional needs of humans prior to and beyond adulthood to look at other portions of the life cycle. Beginning with women's nutritional needs for conception and throughout pregnancy and lactation, the class progresses to discuss the nutritional needs of infants, adolescents and older adults over age 65. Each cycle is discussed with an understanding of the physiological changes and the implications for nutritional factors.

Prerequisites: Take HSC 262.

Offered: Every year, Fall

HSC 318. Community Nutrition. 3 Credits.

This course provides an introduction to the development of community nutrition programs including planning, needs assessment, implementation and evaluation. Students learn to describe nutrition programs and policies for varying population groups, including cultural, economic and social health practices. The implication of public policy legislation on food and nutrition services is introduced.

Prerequisites: Take HSC 262.

Offered: Every year, 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: Course is designed for Online BS/HSC Completion Program students. Take BIO 101 BIO 150 or BIO 211.

Offered: Every year, Spring

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 324. Gut Microbes and Human Health.**3 Credits.**

Maintaining a balance of healthy microbes can be the difference between health and disease. Our microbiome changes with the method of delivery (vaginal or C-section) as you entered this world, with what we eat, our lifestyles, stress and aging. Obesity, cardiovascular disease, cancer, autism and many other illnesses are now correlated with our gut bacteria. Explore this invisible world and learn about our health and microbes.

Prerequisites: Course is designed for Online BS/HSC Completion Program students. Take BIO 102 BIO 151 or BIO 212.

Offered: Every 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, BIO 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: Course is designed for Online BS/HSC Completion Program students. Take HSC 220.

Offered: Every year, Fall

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 102, BIO 102L or BIO 151, BIO 151L.

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, BIO 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, BIO 212L.

Offered: Every year, Fall and Spring

HSC 354. Health Science Education.**3 Credits.**

This course explores several topics designed to prepare the student for the transition from undergraduate to graduate education in a health care field. Topics include metacognitive processes, communication, medical literacy and interprofessional health care. Assignments are designed to promote critical thinking and problem-solving skills and shifting toward graduate level thought processes.

Prerequisites: Take BIO 212.

Offered: Every year, 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. BIO 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, BIO 102 or BIO 150, BIO 151 and MA 275 or MA 206.

Offered: Every year, Fall and Spring

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, BIO 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, BIO 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, HSC 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 course provides an opportunity to observe a health professional in a student's field of interest for a minimum of 36 hours. Students observe social, ethical and medical issues in a clinical setting. Professional dress is required, and some sites may require a background check. Students are responsible to arrange their site and are provided with guidance and contacts to do so. For HSC or BMS majors only, Junior or Senior Status, with minimum 2.5 GPA

Prerequisites: Take BIO 102, BIO 102L or BIO 151.

Offered: Every year, Fall and Spring

HSC 398. Health Professions Career Practicum.**1-3 Credits.**

This course is designed to provide an introduction to a health sciences career through supervised fieldwork. Course involves supervised work (paid or unpaid) in an employment setting and career development research and reflection. A one, two or three-credit pass/fail course. A maximum of 6 credits can be obtained through pass/fail courses (FLW and workshop courses including HSC 398).

Prerequisites: Take BIO 102 or BIO 151.

Offered: Every year, Summer

HSC 399. Health & Science Studies Independent Study.**1-6 Credits.****HSC 401. Introduction to Medical Problem-Solving.****3 Credits.**

This course offers pre-medical and pre-physician assistant students the tools necessary for developing a systematic approach to a 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 treatment plan. Students may not receive credit for both PY 401 and HSC 401.

Prerequisites: Take BIO 212. Shadowing in a health care setting is highly recommended prior to taking this course.

Offered: Every year, Fall and Spring

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 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. Culture is integrated with language using a wide variety of sources. Students are introduced to the Hebrew alphabet and use Hebrew script. They learn elementary conversational skills and basic Hebrew grammar.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

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, and daily life situations, etc. Culture is also integrated into the course as students learn the language.

Prerequisites: Take HBR 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

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

UC: Humanities

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 world and challenges to that domination during the 20th century.

Offered: Every year, All

UC: Humanities

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 as how the non-Western world has impacted the global community, both past and present.

Offered: Every year, All

UC: Humanities, Intercultural Understand

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

UC: Humanities

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

UC: Humanities

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.

Offered: As needed, All

HS 201. Historical Writing. 3 Credits.

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 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.

Offered: Every year, All

UC: Humanities, Intercultural Understand

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.

Offered: Every year, All

UC: Humanities

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.

Offered: Every year, All

UC: Humanities

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: As needed**UC:** Humanities**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.

Offered: As needed**UC:** Humanities**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?

Offered: Every Third Year, Fall**UC:** Humanities**HS 214. Ancient Greek History (PL 214).****3 Credits.**

"Ancient Greece" stretches chronologically from the third millennium BC until the 4th century BC and ranges geographically from modern day Turkey (what the Greeks called Ionia) to Sicily and the Italian peninsula (what the Romans called Magna Graeca). This course focuses on that part of Greek history that runs from the late Bronze Age period of Mycenaean Palace culture (approximately 1400 BC) to the end of the Peloponnesian Wars (in 404 BCE). The course emphasizes primary sources (such as literary sources and inscriptions) and challenges students to use primary sources as the basis for historical interpretations of the political, social, cultural and intellectual institutions of ancient Greece, such as democracy, tyranny, slavery, tragedy and philosophy. The course concludes with a role-playing Reacting to the Past historical simulation (that explores the options open to Athens in the aftermath of her defeat by Sparta).

Offered: Every other year, Fall**UC:** Humanities**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.

Offered: As needed, All**HS 219. Colonial America and the Atlantic World.****3 Credits.**

In this course, students examine the history of Colonial America within the context of the Atlantic World. They expand their knowledge beyond the well-known narrative of the original 13 British colonies that developed into the United States of America and gain an appreciation for the complexity and diversity that characterized life on this continent. Students learn about various pre-Columbian civilizations. Then, they explore the colonies that Europeans established on indigenous lands and the wars that they fought to maintain and expand their empires. Students end the course by analyzing the Revolutionary War and the establishment of our nation. Throughout the course, students learn the perspectives of the Native Americans, Europeans and Africans who lived during this remarkable period.

Offered: Every other year, Spring**UC:** Humanities**HS 220. American Environmental History (ENV 221).****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.

Offered: Every other year, Spring**UC:** Humanities**HS 224. The Real Housewives of Early Modern World.****3 Credits.**

Scholars tend to explore the major movements of the early modern world through the writings of the men. What if we inverted this world, and we asked what were all the women up to? Women whether they were wives, monarchs, mothers, peasants, daughters, prostitutes, or nuns were present during this era of radical change. They stood along-side reformers, artists, warriors, and rulers (some even ruled themselves). This course explores this period through the varied lives of women and explore how women up and down the social hierarchy found opportunities for agency in a patriarchal world.

Offered: Every Third Year, Fall**HS 225. Scotland: Macbeth to Bonnie Prince Charlie.****3 Credits.**

This course examines the complex political and cultural history of Scotland from the period of the middle ages to the eighteenth century. Scotland's history can be relevant to comparative discussions of independence, colonization, and cultural identity. Bringing Scottish history in from the margins offers students a unique window into a history and culture that has broad significance today.

Offered: Every Third 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.

Offered: As needed**UC:** Humanities

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.

Offered: As needed

UC: Humanities

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.

Offered: Every other year, Spring

UC: Humanities

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.

Offered: As needed

UC: Humanities

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.

Offered: Every other year, Spring

UC: Humanities

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.

Offered: Every other year, Fall

UC: Humanities

HS 234. Borders & Battles: Conflict and the Legacy of Empire.**3 Credits.**

This course examines the historical roots of several 19th- and 20th geopolitical conflicts that were partially instigated by the redrawing of geographical boundaries. Taking a close look at geopolitical conflicts in the Americas, Asia, Africa, and Europe, we consider the ways in which physical boundaries shape ideas of nationhood, culture, and identity as well how official and informal understandings of identity impact the drawing of borders. The course aims to unpack and evaluate colonial policies and subsequent postcolonial legacies, as well as more recent attempts by the global community to reverse them. As such, this course introduces students to the concept of postcolonialism, decoloniality, and critically, demonstrates how events in the past continue to influence the contemporary world, at both a macro and micro level.

Offered: Every other year, Fall

HS 235. Blood and Revolution in China/ Asian Studies.**3 Credits.**

This course offers a general survey of modern Chinese history. We begin with the height of the Qing Dynasty in the 18th century and end with the Tiananmen Square Incident in 1989. As we explore this time period, students learn about cosplaying emperors, tiger hunts, the global drug trade, Christian rebels, Japanese imperialists, scheming warlords, female martial artists and impassioned revolutionaries. Their stories illuminate how China transformed itself from an empire to a nation.

Offered: Every other year, All

UC: Humanities

HS 236. Japan's Modern Empire/Asian Studies.**3 Credits.**

This course offers a general survey of modern Japanese history. We begin with the Meiji Restoration of the 19th century and end with the death of Emperor Hirohito in 1989. Throughout the semester we explore the causes and impact of Japan's rise as a modern empire. We also discuss the legacy of Japanese empire through an exploration of contemporary Japanese pop culture.

Offered: Every other year, All

UC: Humanities

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

UC: Humanities

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.

Offered: Every Third Year, Spring

UC: Humanities

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.

Offered: Every other year, All**UC:** Humanities, Intercultural Understand**HS 270. "The East Is Red": Communism in Asia.****3 Credits.**

This course offers an introduction to the theory and practice of communism in Asia. Though the influence of communism on South Asia is discussed, most course readings cover the countries of East and Southeast Asia, namely North Korea, China, Vietnam and Cambodia. Students are exposed to the theoretical writings of important figures in Asian communist history from Karl Marx to Xi Jinping. Students also learn about the social and political impact of communist movements and Marxist theory in the Asian region.

Offered: Every other year, All**UC:** Humanities**HS 271. Monks, Kings and Rebels: Mainland Southeast Asia.****3 Credits.**

This course offers a general survey of the history of Mainland Southeast Asia, including Thailand, Cambodia, Myanmar, Laos and Vietnam. We begin with the introduction of Buddhism and end with the fall of the Khmer Rouge. Emphasis is placed on the Angkor Wat, colonial and Vietnam War periods.

Offered: Every other year, All**UC:** Humanities**HS 272. Pirates and Matriarchs: Island Southeast Asia.****3 Credits.**

This course offers a general survey of the history of Island Southeast Asia, including countries such as the Philippines, Indonesia, Singapore and Malaysia. We begin with the introduction of Islam and end with a discussion of contemporary China's growing influence in the South China Sea. Some topics for discussion include the matriarchal Muslim cultures of Indonesia and the American colonization of the Philippines.

Offered: Every other year, All**UC:** Humanities**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.

Offered: As needed, All**HS 274. Modern India.****3 Credits.**

This course examines the history of the South Asian subcontinent during the British colonial and postcolonial periods. Beginning in roughly 1700, students examine the establishment of British rule, the rise of nationalism and the independence movement, and the history of the Indian republic in the twentieth century. The course presents key historiographical debates and developments in the history of the subcontinent, such as the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslim relations, the impact of the Raj on social and familial relations, and the Kashmir dispute.

Offered: Every other year, Spring**UC:** Humanities**HS 282. Global Environmental History (ENV 282).****3 Credits.**

This course provides an introduction to the major issues in global environmental history and their relevance to contemporary global environmental politics. The first half of this class focuses on how approaches to environmental management have differed across the world due to differences in culture, politics, history, and ecology. The second half of the course focuses on explaining the origins of contemporary environmentalism, as well as why global disparities in environmental regulation continue to exist.

Offered: Every other year, All**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.

Offered: Every other year, All**UC:** Humanities**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. Special Topics III: Global 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:** Every year, Fall**HS 303. Historiography.****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.

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 306. Frederick Douglass and Ireland.****3 Credits.**

In August 1845, Frederick Douglass, then a 27-year-old fugitive slave, arrived in Dublin, the capital of Ireland. He intended to visit for only four days, to oversee the re-publication of his autobiographical, *Narrative*, but he stayed in the country for four months. When he left, he described his time there as being "transformative." Throughout the remainder of his long life, Douglass would refer to how Ireland - its colonial status, its religious struggles, its endemic poverty - had helped to shape his political philosophies. This course explores why Ireland played such an important part in his political and intellectual development.

Prerequisites: Take IRST 101 or one 200-level history course.**Offered:** As needed

HS 307. The Holocaust. 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.

Offered: Every year, All

HS 312. The Age of Pericles. 3 Credits.

This course examines the history and culture of Athens within the context of the large world of Greece and its neighbors across the Mediterranean world during the tumultuous 5th century.

Prerequisites: Take one 200-level history course or PL 101.

Offered: Every other year, Fall

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 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 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 (WGS 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 328. Gender in the Non-Western World (WGS 328). 3 Credits.

This course provides an in-depth examination of critical issues in gender across several parts of the non-western world. We examine case studies, trends, and developments in the gender histories of Asia, the Middle East, and Oceania. In so doing, the course asks students to consider how gender intersects with politics, science, religion, and economy in these diverse locations. The course begins in the late medieval with the royal women of the Mongol Empire in Eastern and Central Asia. We retain our focus on the Turko-Mongol empires as we move into the early modern, and consider Ottoman women in the Middle East, Mughal women in India. As we move into the modern period, we reflect on the way gender was changed and impacted during the imperial period in India, Egypt and Palestine. Finally, the course unpacks the complicated relationship between gender and nationalism in formerly colonized societies.

Prerequisites: Take one 200-level history course; or WGS 101 or WGS 101H.

Offered: Every Third Year, 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 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 334. Bollywood and History: Constructing India's Past.**3 Credits.**

Cinema is the most widespread and easily accessible form of communication in India, capable of both reflecting and reshaping public opinion on critical issues. This course examines the writing and the rewriting of Indian history as portrayed in works of fiction, including films and novels. Starting with the Mughal period and ending in the postcolonial era, we discuss the ways in which films and novels have reconstructed India's past according to particular biases or agendas. The course necessarily uncovers multiple perspectives on Indian history, thus highlighting the contested nature of history. We evaluate works of fiction in light of historiographical debates and current political developments on the subcontinent.

Prerequisites: Take one 200-level history course.

Offered: Every Third Year, All

HS 340. Native American History.**3 Credits.**

This course examines the history of Native Americans from Pre-Contact to the present day. Using a wide array of primary and secondary materials, students learn about various indigenous groups and explore their interactions with each other and with Europeans and Americans. This course dispels stereotypes about Native Americans and encourage students to appreciate native peoples' cultural and linguistic diversity and longevity. This course also analyzes contemporary problems that face indigenous populations like battles over tribal citizenship and land rights. This course employs both print and audiovisual works to support students' understanding of these complex topics.

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 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 349. American Maritime History (ENV 349).**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 350. 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.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 360. The Two Koreas.**3 Credits.**

This course offers a general survey of Korean History from the Choson Dynasty to the present. Special attention is paid to the twentieth-century histories of North and South Korea, including the Japanese colonial period as well as the Korean War and its aftermath. Students engage with North and South Korean media ranging from North Korean films to K-Pop.

Prerequisites: Take one 200-level history course.

Offered: Every Third Year, All

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.****1-6 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 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 history majors or other qualified students in their second-semester or senior year by permission of department and instructor.

Prerequisites: Take HS 303.**Offered:** Every year, All

Industrial Engineering (IER)

IER 220. Production Systems (MER 225).**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.

Prerequisites: Sophomore status or permission of the instructor.**Offered:** Every year, Fall**IER 230. Lean Systems Engineering (MER 235).****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.

Corequisites: Take IER 320 or IER 220 or MER 225.**Offered:** Every year, Fall**IER 235. 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.

Offered: Every year, Spring**IER 240. Physical Human Factors and the Workplace (MER 245). 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: Sophomore status or permission of the instructor.**Offered:** Every year, Fall**IER 265. Cognitive Human Factors and the Workplace (MER 265).****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.

Prerequisites: Sophomore status or permission of the instructor.**Offered:** Every year, Fall**IER 280. Data Analytics I.****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.

Corequisites: Take MA 285.**Offered:** Every year, Spring**IER 310. Operations Research I (MER 315).****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 153; or MA 151 and MA 229; or MA 141 and MA 229; or MA 142; or MA 152.**Offered:** Every year, Fall

IER 315. Fundamentals of Six Sigma - Black Belt.**3 Credits.**

Define-Measure-Analyze-Improve-Control (DMAIC) approach in Six Sigma is an organizational improvement strategy used widely in business applications and Black Belt is the highest belt level among white, yellow, green, and black belts. Students are introduced to the DMAIC steps for improvement of a process and using data-driven measuring, analysis, improvement and controlling techniques to solve the defined problem at Black Belt level. Topics include quality improvement philosophies, modeling process quality, statistical process control, lean techniques, human factors, analysis of data sets, data analytics applications on collected data by using sampling strategies, design of control charts, use of statistical distributions for data analysis and process capability. This course is not for Industrial Engineering majors.

Prerequisites: Take MA 170 EC 272 PS 206 MA 206 MA 285 or another statistics course approved by the instructor. Minimum Grade C-;

Offered: As needed

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: As needed

IER 365. Scheduling in Manufacturing and Health Care with Machine Learning Applications.**3 Credits.**

This course introduces students to several scheduling techniques and improvement methodologies utilized in manufacturing and health care. Improvement of manufacturing scheduling by using deterministic optimization modeling for single and parallel machine workflow as well as various shop models such as job shops, flow shops, and open shops are covered. The health care scheduling coverage of the course is based on accessibility to health care systems, scheduling of operations, and wait times of patients. Optimization of health care operations by using mathematical formulation is emphasized. Additionally, machine learning concepts such as supervised learning, unsupervised learning, decision trees, and random forest concepts are covered with applications in manufacturing and health care.

Prerequisites: Take MA 151.

Offered: As needed

IER 370. Industrial Robotics (MER 375).**3 Credits.**

Students are introduced to robotics and their use in industrial applications. The topics covered in this course include robotics basic programming, types of robots, drive systems for robots, sensors' use in robotics, robot and computer interaction, improvement and analysis of systems' design using robotics, analysis of systems' design using robotics, and robotics applications in manufacturing, health care and service areas.

Prerequisites: Take CSC 110, CSC 110L, CSC 106 or CSC 109.

Offered: As needed

IER 375. 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 380. Data Analytics II.**2 Credits.**

This course focuses on analytical skill development for extracting meaningful information from data sets by using technology. Analytical skills includes linear and non-linear regressions, ANOVA, hypothesis testing, and predictive data analysis. The technological skillset development includes reading, analyzing and interpreting data sets by learning how to use a software package.

Prerequisites: Take IER 280.

Corequisites: Take IER 381.

Offered: As needed

IER 381. Data Analytics and Advanced Programming.**1 Credit.**

This course focuses on analytical skill development for extracting meaningful information from data sets by using technology. Analytical skills includes linear and non-linear regressions, ANOVA, hypothesis testing, and predictive data analysis. The technological skillset development includes reading, analyzing and interpreting data sets by learning how to use a software package.

Prerequisites: Take CSC 110, CSC 110L; or CSC 106.

Corequisites: Take IER 380.

Offered: As needed

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 420. Industrial Control Systems (MER 425).**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 220 or MER 225.

Offered: As needed

IER 425. Quality Engineering and Inspection Systems. 3 Credits.

The focus of this course is to select and implement quality control solutions for industrial processes. Practical quality control systems are examined for applicability and relevance. Topics include the costs of quality, automated and manual measurement, quality control integration, sampling requirements, ANSI and ISO blueprint reading and geometric dimensioning along with the tolerance calculations. The course demonstrates various systems used in quality control plans and key factors required in developing a quality conscious atmosphere.

Prerequisites: Take IER 230.

Offered: As needed

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 230, IER 310.

Offered: Every year, Spring

IER 460. 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 or IER 220.

Offered: Every year, Fall

IER 470. Industrial Robotics and Advanced Programming. 3 Credits.

Students continue to develop and advance their robotics knowledge introduced in IER 370 - Industrial Robotics - by adding more to their basic robotics programming knowledge. Participants of this course continue to learn about advanced robotics applications in manufacturing, health care, service and systems design.

Prerequisites: Take IER 370.

Offered: As needed

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 265, 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. 0-1 Credits.

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 or IER 230; IER 430 or IER 375.

Offered: Every year, Fall

IER 492. Six Sigma - Black Belt Project Experience I. 3 Credits.

This is the first part of a two-semester Six Sigma - Black Belt project experience for students. Students apply knowledge gained throughout IER 315 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 497.

Prerequisites: Take IER 315;

Offered: As needed

IER 497. Six Sigma - Black Belt Project Experience 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 492, the student teams continue their project in IER 497 by completing data collection, performing analysis and modeling, and finally recommending solutions to help address the client issue(s).

Prerequisites: Take IER 492;

Offered: As needed

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 280 or IER 385.

Offered: Every year, Spring

Interdisciplinary Studies (IDS)

IDS 200. Rise of Disciplinary.**3 Credits.**

In this course, students draw on what they have learned in and about academic disciplines up to this point in their studies to explore the foundations and perspectives of traditional academic disciplines. Students evaluate the insights and methods of individual disciplines as they relate to a topic or issue of interest. This course prepares students to apply disciplinary insights, methods and other characteristics from multiple fields to form a more complex understanding of a current topic or issue. Restricted to IDS majors.

Prerequisites: At least junior standing required.

Offered: Every year, Fall and Spring

IDS 300. Special Topics in Interdisciplinary Studies.**3 Credits.**

Students explore a given topic from multiple disciplinary perspectives, with the goal of integrating or synthesizing those disciplinary perspectives to form a deeper understanding of the topic. Emphasis is on active reading, research, discussion and analysis, and practice. This practice may take the form of a community project, a position paper or another major project that demonstrates synthesis or integration resulting in innovative/unconventional thinking or a plausible course of action. Prerequisite: At least sophomore standing; specific prerequisites vary depending on the focus of the course.

Offered: As needed

IDS 399. Interdisciplinary Independent Study.**1-6 Credits.**

Offered: As needed

IDS 400. Transdisciplinary Project.**3 Credits.**

This seminar is the capstone course of the Interdisciplinary Studies major. Students design an individual integrative project using a transdisciplinary lens. The project can be creative, empirical, theoretical and/or professionally focused. Restricted to IDS majors.

Prerequisites: Take ED 380. Senior standing and prior completion of research methods component in concentration.

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

UC: Social Sciences, Intercultural Understand

IB 120. Introduction to Doing Business in the European Union. **3 Credits.**

This course focuses on the fundamentals of business practice and business culture in Europe. Poland is used as a case study. The course introduces European business practices and principles in the context of the modern global economy. It includes topics of the European financial market, European regulation, Polish industrial structure, Polish political and economic systems, and history with a focus on the economic transformation and Poland's growing position of economic powerhouse in Europe today. The overarching objective of this course is to provide students with the basic but comprehensive skills and knowledge they need to get involved in international business with focus on EU/Poland. IB 120 is one of the courses that enable students to work toward the Global Business Affairs Polish Certificate or may be taken as a stand alone course.

Offered: As needed

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

Offered: Every year, All

UC: Social Sciences, Intercultural Understand

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.

Prerequisites: Take FYS 101 or FYS 150.

Offered: As needed

IB 300. Special Topics in International Business.**3 Credits.**

Prerequisites: Take IB 201.

Offered: As needed

IB 311. International Marketing.**3 Credits.**

The course addresses environmental components of international marketing that affect business. Students learn about product, price, place and promotion in a global context. Additional topics include regional integration, emerging markets, global marketing strategies and research methods.

Prerequisites: Take IB 201.

Offered: As needed

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/multi-cultural environment. MA 170 prerequisite waived with Math Placement score of 4.0 or higher.

Prerequisites: Take IB 201; and MA 170 or MA 206 or equivalent.

Offered: Every year, Spring

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. Additional topics include: cross-cultural communication, selection and management of expatriates, and global leadership skills. Students read and interpret international management research articles.

Prerequisites: Take IB 105 or IB 201.

Offered: Every year, Fall

IB 362. Cross-Cultural Business Research Part 1. 3 Credits.

This is the first of a two-part sequence (the second being IB 363). The objective of the IB 362- IB 363 series is to produce a hypotheses driven academic research poster which empirically addresses 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. Working closely with the instructor, the student completes appropriate statistical analyses of the data collected and develop and write a literature review leading to research hypotheses, and methodology, a description of results, as well as a discussion section interpreting these results and including research limitations and suggestions for future research.

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.

Students develop a comprehensive business model for a country market-entry project. This macro-environmental/country assessment includes current events, industry analysis, marketing strategy, management strategy, corporate social responsibility decisions, global supply chain strategy, financial considerations, and critical success factors for implementation.

Prerequisites: Take IB 313, IB 335, IB 352, IB 345.

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.

Offered: Every year, Fall

UC: Humanities, Intercultural Understand

IRST 139. Irish Studies Elective. 3 Credits.

IRST 150. Irish Myths and Legends.**3 Credits.**

This course examines the evolution of Irish folklore, myths, history and legends through the examination of key myths and legends, including The Children of Lir, Cuchulainn, the giant Finn Mac Cool, The Selkie (a beautiful sea creature, who features in the legends of other sea-faring nations), and Tír na nÓg (the land of the young), and many other legends. We also examine the role of fairies, banshees, goblins and leprechauns (who are mean and devious) in Irish culture. Finally, we look at how the early Christian church co-opted many pagan practices, some of which continue to this day (Halloween, for example). Students gain an insight into a unique and ancient culture through examining myths and legends that are distinctive, yet remain universal in the messages at their core, and which are often shared by other indigenous peoples.

Offered: Every year, Spring**UC:** Breadth Elective**IRST 159. Irish Studies Elective Abroad.****2-3 Credits.****IRST 239. Irish Studies Elective.****3 Credits.****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 timetable 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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele**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, socioeconomic, 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**UC:** Humanities, Intercultural Understand**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 other year, Spring**UC:** Fine Arts, Intercultural Understand**IT 212. Florence and the Making of the Renaissance (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 treatises, 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, Fall**UC:** Humanities, Intercultural Understand**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 20th-century 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: As needed

UC: Breadth Elective, University Curriculum Ele

IT 302. Advanced Italian II. 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 instructor.

Offered: Every other year, Spring

UC: Breadth Elective, University Curriculum Ele

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 202 or permission of the instructor.

Offered: As needed

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.

Prerequisites: Take IT 202 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

UC: Breadth Elective, University Curriculum Ele

JP 102. Elementary Japanese II. 3 Credits.

This course is a continuation of JP 101.

Prerequisites: Take JP 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

JP 199. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 201. Intermediate Japanese I. 3 Credits.

This course advances students' Japanese language foundation to the intermediate level by further developing their language skills. Students also learn about Japanese culture and customs.

Offered: As needed

UC: Breadth Elective

JP 202. Intermediate Japanese II. 3 Credits.

This course is a continuation of JP 201.

Prerequisites: Take JP 201;

Offered: As needed

UC: Breadth Elective

JP 210. Introduction to Japanese Culture. 3 Credits.

This course provides students with an overview of 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

UC: Humanities, Intercultural Understand

JP 299. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 399. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 499. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

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 200. 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 multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.

Offered: As needed

JRN 205. Photojournalism Fundamentals. 3 Credits.

This hands-on course focuses on creating compelling, original news photography using the latest DSLR and Mirrorless cameras that journalists in the field are using today. Students learn about the basics of photography in this course and how to shape those technical skills into competent photojournalism.

Offered: Every other year, Spring

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. Students learn how to gather, analyze and use information for journalistic stories. They 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.

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 or JRN 263.

Offered: Every year, All

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 multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.

Prerequisites: Take JRN 260 JRN 263 or COM 140.

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

UC: University Curriculum Ele

JRN 359. Journalism Elective. 3 Credits.

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 375. Cultural and Entertainment Journalism. 3 Credits.

Students learn how to write about arts and culture by reporting on local events and developing a theoretical framework for cultural reviewing. Topics include television, music, theater and film. In addition to hands-on reporting assignments, coursework includes readings, screenings and fieldwork.

Prerequisites: Take COM 140 or permission of instructor.

Offered: Every other 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 388. Business Reporting. 3 Credits.

Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.

Prerequisites: Take JRN 260 and JRN 275.

Offered: Every other year, Spring

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 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

UC: Humanities

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 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 Third Year, Fall

LE 233. Law for Everyday Life.**3 Credits.**

This course introduces students to the practical legal implications of everyday adult living and helps students understand the legal aspects of different issues which they may be involved with as they live their adult lives. Topics such as renting or buying a home, employment, insurance, marriage, credit and many others are covered.

Prerequisites: Take LE 101.

Offered: Every year, Fall

UC: Humanities

- LE 250. Gender and the Law (WGS 250).** 3 Credits.
This course focuses on legal issues regarding gender, including the differential treatment of women, men and transgender people in the legal system, and contemporary responses to gender issues in society. (Alternative Perspective)
Prerequisites: Take LE 101 or WS 101.
Offered: Every Third Year, Fall
- 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 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. (Practice)
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. (Practice)
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. (Alternative Perspective)
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. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year
- 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. (Alternative Perspective)
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. (Practice)
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.
Offered: Every year, Summer
- 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. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall
- LE 329. European Union Law.** 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. (Alternative Perspective)
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. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall

LE 336. Immigration Law.**3 Credits.**

The course introduces students to the basic legal principles relating to immigration to the United States. Students learn how to analyze immigration options for potential non-immigrants and immigrants. Students gain an understanding of the different avenues of immigrating to the U.S. on a temporary or permanent basis, as well as how to become a U.S. citizen and immigration law compliance. Refugee issues and status are also discussed. (Alternative Perspective)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every Third Year, Spring

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 year, Fall and 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. (Alternative Perspective)

Prerequisites: Take 6 credits from legal studies courses or take PO 131 or PO 101.

Offered: Every other year

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. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Spring

LE 350. Federal Indian Law.**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. (Alternative Perspective) (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every Third Year, Spring

LE 355. Environmental Law (ENV 355).**3 Credits.**

This course provides an overview of federal environmental law, the way law protects the natural environment and government policies created to protect or exploit the environment. In this class, we explore issues impacting the environment, and how the law can both benefit and disadvantage the environment. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Fall

LE 356. International Environmental Law (ENV 356).**3 Credits.**

This course gives students an overview of the legal and political framework that constitutes international environmental law. We examine the characteristics of international law and distinguish it from domestic law, looking at the various actors and their roles in the system. Students become familiar with the key principles of international environmental law such as the precautionary principle, sovereignty and sustainable development. Issues examined include climate change, the oceans, and the relationship between trade and the environment. (Alternative Perspective)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Fall

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. (Practice)

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. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every year, Fall

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 and senior status required.

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

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. For non-business majors/minors only.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele

MG 110. Leadership Success Factors: Enhancing your Professionalism and Presence. 3 Credits.

As students graduate and enter the workforce, understanding professionalism helps them to navigate successfully in their career. This course is designed to help students to know their value and worth, both now and in the future. The course modules are developed to help students to increase their knowledge of human resource management best practices and gain confidence in knowing their negotiation position. Students gain awareness, skills and proficiency.

Offered: As needed

MG 112. A Cause and a Name: Building and Managing a Nonprofit. 3 Credits.

This course connects theory and practice by examining a variety of management strategies utilized in running nonprofit organizations. Course readings, discussions and videos cover strategic planning, writing and fulfilling mission statements, facilitating governance, designing effective fundraising tactics, evaluating programs, financial management, and legal responsibilities. The course also covers the formation of the nonprofit sector and its differences from the public and for-profit sectors. Students are strongly encouraged to undertake a volunteer experience with a nonprofit during the semester.

Offered: As needed

MG 120. Take Control of Your Life with Six Sigma. 3 Credits.

This course teaches the basic concepts of Six Sigma, which includes process and product improvement principals via minimizing variations and wastes. The methodology is often implemented in manufacturing and service companies, but can be applied to an individual's personal life as well. Through this course, students are able to explain the Six Sigma philosophy, use DMAIC (Define, Measure, Analyze, Improve and Control), define and mitigate variation in processes, and use root cause and Pareto analysis to take the control of a process.

Offered: As needed

MG 130. Art of Persuasion and Negotiation. 3 Credits.

Every day, people negotiate with friends, family members, merchants, co-workers, and potential or current employers about matters big and small such as household chores, work schedules, salaries and purchases of items like cars and homes. However, many people do not feel comfortable negotiating and therefore shy away from starting a negotiation even if it means losing an opportunity to better their lives. In this interactive course, students evaluate their personal strengths and weaknesses in negotiations, recognize commonly used manipulative negotiation tactics used by difficult negotiators, learn strategies to prepare for negotiations and to ethically influence and persuade people to move in their direction, and learn to effectively negotiate creative deals that are satisfying for all involved parties.

Offered: As needed

MG 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.

Offered: As needed

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 thinking, analysis and application. Emphasis is on the foundations of managing 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 300. Special Topics. 3 Credits.

Prerequisites: Take MG 105 or MG 210 or MG 211.

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 105 or MG 210.

Offered: As needed

MG 302. Managing People, Projects and Change. 3 Credits.

The course provides a foundation of human resource management practices including: staffing, employment law, training and development, compensation and benefits. Understanding alternative approaches to managing people, strategic projects and organizational change. In addition, the course focuses on creating agile leaders that are mindful, flexible, resilient and cognitively ready to use project management methodologies in the workforce.

Prerequisites: Take MG 105 or MG 210.

Offered: Every year, Fall and Spring

MG 304. Software Applications for Business. 3 Credits.

The course instructs students on the importance of using data to empower informed business decisions. Using Excel, Access and SQL, the course focuses on both the conceptual and technical aspects of designing systems to help managers turn raw data into information.

Prerequisites: Take MG 105 or MG 210.

Offered: As needed

MG 305. Applied Design Thinking.**3 Credits.**

This course uses experiential learning to introduce concepts of design thinking. Students gain hands-on knowledge by using a design thinking process to address real-world problems. Students develop creative thinking and design skills that can be used for both business and non-business organizations.

Prerequisites: Take MG 210 or MG 105.

Offered: Every year, Fall

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 307. Introduction to Nonprofit Management.**3 Credits.**

This course connects theory and practice by examining a variety of management techniques utilized in running nonprofit organizations. Course readings, discussions and videos cover strategic planning, writing and fulfilling mission statements, facilitating governance, designing effective fundraising tactics, evaluating programs, managing finances, and legal responsibilities. The course also covers the formation of the nonprofit sector and its differences from the public and for-profit sectors. The class format consists of interactive discussions and applied projects/group work designed to help students understand the nonprofit sector and nonprofit management. Students are strongly encouraged to undertake a volunteer experience with a nonprofit during the semester.

Offered: As needed

MG 308. Women in Leadership.**3 Credits.**

This course examines challenges and opportunities related to women's leadership development. Topics addressed include research on gender and leadership styles, traits, and effectiveness; effects of stereotypes, prejudice, and discrimination on women's under-representation in leadership; identity and intersectionality of women's leadership; and strategies for systemic change. The course includes discussion, reflection, and guest speakers. This course provides students with an analytic framework to understand the mechanisms that generate gaps in gender equality in positions of power and leadership and explore interventions to close these gaps.

Prerequisites: Take MG 210 or MG 105;

Offered: As needed

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.**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 105 or MG 210.

Offered: Every year, Fall and Spring

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: As needed

MG 320. Emotional Intelligence in the Workplace.**3 Credits.**

This course provides the student with an understanding of the role of emotional intelligence in everyday living and in the development of the leadership phenomenon. Topics include: anatomy of emotions; emotional intelligence and self-management; the role of emotional intelligence in business and in leadership development; education for emotional literacy; and assessing emotional intelligence.

Prerequisites: Take MG 105 or MG 210.

Offered: Every year, Fall

MG 321. Data-Driven Decision Making.**3 Credits.**

This course develops fundamental knowledge and skills for applying management science models to business decision making with applications in Human Resource Management and Operations across manufacturing, service, production, and other environments. Topics may include: optimization and simulation modeling, decision analysis, regression and risk models. In depth use of Excel and/or R.

Prerequisites: Take MG 105 or MG 210; and MG 211.

Offered: Every year, Fall and Spring

MG 325. Negotiations and Problem Solving.**3 Credits.**

Negotiation is the art and science of securing agreements between two or more interdependent parties. Hence, the purpose of this course, which is grounded in the major concepts and theories of bargaining, negotiation, and mediation, is to develop an understanding of the decision making process in situations that require two or more people to jointly solve a problem that they can't solve on their own. The course covers both psychological and strategic dynamics of negotiation and utilizes a combination of simulations and analysis to help students build their own personal experience in the classroom and in the real world.

Offered: Every year, Fall and Spring

MG 330. Business and Society.**3 Credits.**

This course aims to introduce students how business including for-profit, non-profit organizations interacts with society, societal change scenarios and how the legal and political environments have a profound impact on business operations. The course further focuses on business relations with particular stakeholder groups, including consumers, employees, stockholders, local communities, government and the natural environment. The course explores the issues that business managers, policy makers from government level deal with such as gender inequality, sustainable development goals, Work, health and safety and shared value creation. This course helps students learn how to address complex social problems and develop practical skills for making a meaningful contribution to create better social outcomes that are aligned with business opportunities.

Prerequisites: Take SB 101, BLW 221.**Offered:** As needed**MG 335. Project Management.****3 Credits.**

This course addresses the project management processes of initiation, planning, executing, monitoring, controlling, and closing. Topics include: integration, scope, schedule, cost, communications, risk, quality, human resources, procurement management, and stakeholder management. Project management competencies, skills, and tools are applied to more efficiently and effectively execute real world projects.

Prerequisites: Take MG 105 or MG 210; and MG 211.**Offered:** Every year, Fall and Spring**MG 340. Transportation and Logistics Management.****3 Credits.**

This course introduces the strategies, concepts, and techniques of logistics from a supply chain management perspective. Students examine the firm as a complete business operating within an integrated network of suppliers, customers, and logistics activities. Topics include transportation, distribution, supply chain networks, carrier selection, management of incoming supplies and services, storage, and sustainability.

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 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 extensive use of Excel.

Prerequisites: Take MG 211 or IER 360.**Offered:** As needed**MG 343. Procurement and Sourcing.****3 Credits.**

This course explores procurement and sourcing from a supply chain perspective. Students gain an understanding of the procurement process within a global context by applying tools and techniques involved in the purchasing process. Topics include (but are not limited to) the procurement process, strategic sourcing, strategic, tactical and operational issues in procurement decision making, ethics in procurement, buy vs. make decisions, supplier selection and evaluation, supplier development, e-procurement, etc.

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 360. 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 or MG 105.**Offered:** As needed**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 course is the culminating course in the supply chain major and the human resource management major, which develops students as whole managers and leaders capable of applying and excelling at technical, human and conceptual skills. Students exhibit the skills needed to analyze, integrate and communicate information both in written and oral formats. Students apply concepts and theory relevant to organizational and individual management. Students think critically when solving organizational issues while being mindful of technology, relevant research and practical application.

Prerequisites: Take MG 302, MG 321, MG 325.**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. This course is graded on a pass/fail basis.

Prerequisites: Take MG 210 or MG 211.

Offered: Every year, All

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.

Offered: Every year, All

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, Fall and Spring

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, Spring

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: 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 one course from: MA 170, MA 206, MA 275 EC 272 or PS 206.

Offered: Every year, Fall and Spring

MK 321. 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 or MK 370

Offered: Every year, Fall

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: Every other year, Spring

MK 326. Fashion Marketing.**3 Credits.**

This course introduces students to many facets of the fashion industry from the design of a product through the consumer purchase. The class covers several fashion-related topics including design elements; fashion psychology and consumer behavior; social media marketing; sustainable and ethical sourcing and disposal; fashion financials and analytics; retail merchandising and global fashion supply chains. Students also get to participate in an experiential project designed to allow them to create a marketing plan for a fashion business idea.

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, Spring

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, Spring

MK 350. 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 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 362. Sustainability, Marketing and Corporate Social Responsibility. 3 Credits.

Consumption and marketing are considered in the context of sustainability. Principles of sustainability marketing and corporate social responsibility are introduced. Core marketing concepts are leveraged to address sustainable development while supporting business growth and competitive advantage. Career opportunities in sustainability marketing are explored.

Prerequisites: Take MK 201.

Offered: As needed

MK 364. Sports and Entertainment Marketing. 3 Credits.

The multi-billion-dollar, global industries of sports and entertainment marketing are examined. Fundamental marketing concepts are applied to the ever-evolving landscape of sports and entertainment. Strategic brand partnerships, sponsorships, licensing, and talent marketing initiatives are developed to meet marketing objectives. Career opportunities in sports and entertainment marketing are explored.

Prerequisites: Take MK 201.

Offered: As needed

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: Every year, Fall

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, 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 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

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 coursework requiring two years of college preparatory mathematics. Students are expected to participate in three hours of coursework 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 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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** Breadth Elective, University Curriculum Ele**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**UC:** University Curriculum Ele**MA 150. Integral Calculus With Applications.****1 Credit.**

This course provides a bridge from MA 141 to MA 152 or MA 153. Students review basic integration rules, integration by substitution, The 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**UC:** Breadth Elective, University Curriculum Ele**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 151; or MA 141 and MA 150; Minimum grade C-.**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**UC:** Breadth Elective

MA 176. Baseball and Statistics (SPS 176).**3 Credits.**

This course covers Sabermetrics: the use of standard statistical topics to analyze data derived from baseball records. The book, "Moneyball," is read to understand how Billy Beane used statistics to bring success to the Oakland Athletics. The standard statistical topics covered include exploratory data analysis, elementary probability, discrete probability distributions, normal probability distributions, sampling distributions, regression and correlation. Learning to use Excel to do statistical analysis is an integral part of the course. Students must possess a basic knowledge of baseball.

Prerequisites: Take MA 100; or placement level of 2.

Offered: Every year, Fall and Spring

UC: Breadth Elective

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 MA 170 or MA 176; Minimum grade C-; or placement level of 3.

Offered: Every year, All

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. Matrix 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 153; 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, MA 170, MA 176 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 MA 170 MA 176 or MA 140; 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 or MA 205; 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, Fall

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. 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 152 or MA 153; 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 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 152 or MA 154; and MA 229; 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 251 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 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 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 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 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. 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

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.

Corequisites: Take MA 151 (can be taken previous or concurrent).

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: As needed

MER 220. Mechanics of Materials. 3 Credits.

Students study the behavior of materials under normal, shear, torsional, bending and combined loads. Loading, geometry, functional environment and material properties of machine or structural elements 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 conditions are emphasized.

Prerequisites: Take MER 210; Minimum grade C-.

Offered: Every year, Fall and Spring

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 and Spring

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; Minimum grade C-; and PHY 121.

Offered: Every year, Fall and Spring

MER 225. Production Systems (IER 220). 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.

Prerequisites: Sophomore status or permission of the instructor.

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 235. Lean Systems Engineering (IER 230). 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.

Corequisites: Take IER 320 or IER 220 or MER 225.

Offered: Every year, Fall

MER 240. Introduction to Mechanical Engineering Design. 1 Credit.

This course introduces mechanical engineering design as an iterative decision-making process. An engineering design problem reinforces the design process instruction and culminates in a student competition.

Corequisites: Take MER 250.

Offered: Every year, Spring

MER 245. Physical Human Factors (IER 240).**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. Sophomore status required.

Prerequisites: Sophomore status or permission of the instructor.

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 MA 153 and MA 154.

Corequisites: Take MA 229 or CSC 110 or CSC 106 or CSC 109.

Offered: Every year, Fall and Spring

MER 265. Cognitive Human Factors and the Workplace (IER 265).**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.

Prerequisites: Sophomore status or permission of the instructor.

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 251, PHY 121, MER 210.

Corequisites: Take MA 365 or MA 265.

Offered: Every year, Fall

MER 315. Operations Research I (IER 310).**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 MA 153; or MA 151 and MA 229; or MA 141 and MA 229; or MA 142; or MA 152;

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.

Prerequisites: Take CHE 110; MER 310, Minimum grade C-.

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.

Corequisites: Take PHY 122

Offered: Every year, Fall and 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, Fall and 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 MER 250; Minimum grade C-.

Offered: Every year, Fall and 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, Fall and Spring

MER 350. Mechanical Engineering Design.**3 Credits.**

This course is the first in a two-course sequence which integrates all previously acquired knowledge and skills. Students begin their major design experience project, applying the mechanical engineering design process to a real-world engineering problem addressing social, political, economic, technical, global and environmental issues. Students continue their project in MER 498.

Prerequisites: Take MER 250 MER 340 MER 340L MER 330 MER 330L.

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 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; Minimum grade C-.

Offered: Every year, Fall

MER 375. Industrial Robotics (IER 370).**3 Credits.**

Students are introduced to robotics and their use in industrial applications. The topics covered in this course include robotics basic programming, types of robots, drive systems for robots, sensors' use in robotics, robot and computer interaction, improvement and analysis of systems' design using robotics, analysis of systems' design using robotics, and robotics applications in manufacturing, health care and service areas.

Prerequisites: Take CSC 110, CSC 110L, CSC 106 or CSC 109.

Offered: As needed

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 399. Special Topics.**3 Credits.**

Offered: As needed

MER 425. Industrial Control Systems (IER 420).**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 220 or MER 225.

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 or CSC 106; and 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, MER 250; and MA 265 or 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 475. Mechatronics.**3 Credits.**

This course presents an introduction to the field of mechatronics. Mechatronics combines elements of mechanics, electric circuits, programming and engineering design in order to create useful electro-mechanical and robotic devices. This is a hands-on, project-based course where students learn basic electronic and programming techniques to integrate various sensors, motors and actuators into moving mechanical platforms.

Prerequisites: Take CSC 110 or CSC 109 or CSC 106; and MER 330, MER 330L, MER 340, MER 340L.

Offered: As needed

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. 0-1 Credits.

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 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: As needed

MSS 131. Media Innovators. 3 Credits.

This course examines how media companies develop and refine media products and platforms. Learners examine how media companies anticipate and/or respond to different cultural, technological, and economic structures that create constraints and leave open the possibilities for media practitioners. Using a case study approach, the course explores how decision-makers have adapted to the dynamic media marketplace, the types of data they solicit, and the ways in which they confront the risks associated with creating and distributing media products. This course replaces MSS231; students may not receive credit for both.

Offered: Every year

MSS 139. Mass Comm Elective. 3 Credits.

Offered: Every year, All

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. In the major course project, students interview a family or community member about a particular historical event. The resulting essay analyzes the connections between individual memory, collective memory, and the media's influence on both.

Prerequisites: Take EN 102.

Offered: Every year, Fall and Spring

UC: Humanities

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.

Offered: Every year, Spring

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 (WGS 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.

Offered: Every other year

MSS 320. Communication Technologies: Evolution and Impact. 3 Credits.

This course explores the rapid spread of technology in the 21st century. Students examine the development, diffusion, and cultural impact of older technologies (e.g. the telephone, radio, television) for lessons that can be applied to more recent technological developments (e.g. the smartphone, streaming media, and social media). This blueprint is then used to predict, evaluate, and critique emerging technologies and the effects that they may have on culture, politics, economics, and everyday life in the next 10-20 years.

Prerequisites: Take COM 120.

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, MSS 131 or 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 MSS 131 or MSS 231 or STC 101 or STC 102.

Offered: Every year, Fall and Spring

MSS 345. Media Users and Audiences (WGS 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, popular assumptions about media effects on audiences and how social media use blurs boundaries between audiences and producers. 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.

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.

Offered: Every other year

MSS 349. Political Communication (PO 349). 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. In the major course project, student teams develop a comprehensive campaign communication strategy for a political candidate.

Prerequisites: Take COM 120 or PO 101.

Offered: Every other year

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 SPS 101.

Offered: Every year, Spring

MSS 441. Celebrity Culture. 3 Credits.

This seminar explores modern communication networks through the lens of celebrity. Through a variety of readings and videos, including pieces using media effects and cultural studies approaches, the course addresses the following questions: How, and by whom, is the idea of celebrity shaped? What cultural meanings are conveyed by celebrity? How does celebrity change the way we think about important social issues? What is the impact of celebrity on the industry? How is the concept of celebrity shifting? And just why are we so fascinated by celebrity? The final course project involves creating a plan for a celebrity to rehabilitate/reshape their public image.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 442. Media Critics and Influencers. 3 Credits.

In this course, students learn what it takes to be a professional media critic and/or a social media influencer. Students analyze and produce criticism of TV, movies, music, apps, games, etc. and study what makes today's top social media influencers so successful. Students examine some of the best practices in popular media criticism/influence while developing their own voices. They also learn to produce content aimed at engaging their target audience. In their final project, students create their own blog, vlog, or podcast.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 443. Crime, Media and Culture. 3 Credits.

This course examines the role of industrialized media in the social construction of crime, criminals, victims, social order, and deviance. We also consider why crime is represented so frequently in a variety of mainstream media genres, including news, docudramas, video games, popular music, and fictional dramas in both television and film. The course also discusses ways in which social media and digital surveillance technologies have been harnessed in relation to crime. Central themes of the course include theoretical debates related to media effects and critical media consumers, as well as how crime narratives can either demonize or glamorize segments of society.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 444. Popular Music.**3 Credits.**

Despite its salience as a mass medium, popular music remains understudied in the discipline of media studies. Therefore, in order to provide students with a better understanding of popular music, this seminar involves the following: critically listening to and writing about popular music; considering music's role in identity (class, gender and sexuality, racial and ethnic, etc.) formation; examining the influence of media and technology on popular music; and understanding the music industry.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

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 in their capstone project, a Media Consultant Report. Students also are expected to demonstrate professional oral and written communication skills in their final project and a weekly Media Trends blog. Senior status required.

Prerequisites: Take MSS 131 or MSS 231; and 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 Quinipiac students the opportunity to study the piano, guitar, voice, violin, viola 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 including: 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

UC: Fine Arts

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

UC: Fine Arts

MU 130H. Honors 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

UC: Fine Arts

MU 150. American Popular Music: From the Blues to Hip Hop.**3 Credits.**

This course investigates the musical and cultural history of American popular music. The course looks at many different styles of music including Jazz, Blues, Rock n Roll, Country and Hip-Hop. The course studies the musical style and the social, cultural, political and historical contexts from which American popular music emerged.

Offered: Every year, Fall and Spring

UC: Fine Arts

MU 150H. Honors: American Popular Music: From the Blues to Hip Hop.**3 Credits.**

This course investigates the musical and cultural history of American popular music. The course looks at many different styles of music including Jazz, Blues, Rock n Roll, Country and Hip-Hop. The course studies the musical style and the social, cultural, political and historical contexts from which American popular music emerged.

Offered: Every year, Fall and Spring

UC: Fine Arts

MU 175. Special Topics in Music.**3 Credits.**

Offered: As needed

UC: Fine Arts

MU 190. Quinipiac 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

UC: Fine Arts

MU 191. Quinipiac Chamber Orchestra.**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

UC: Fine Arts

MU 194. Jazz Ensemble.**1 Credit.**

Students explore and perform literature written for big band and smaller ensembles. 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

UC: Fine Arts

MU 200. Special Topics.**3 Credits.**

Offered: As needed, All

UC: Fine Arts

MU 211. History of Jazz.**3 Credits.**

This course investigates the origins and history of Jazz from its beginning in the early twentieth century through present avant-garde forms. Jazz literature is surveyed with an analysis of important soloists, small jazz groups and large ensembles.

Offered: Every year, All

UC: Fine Arts

MU 211H. Honors History of Jazz. 3 Credits.

This course covers the origins and history of the jazz idiom from its beginning in the early twentieth century through present avant-garde forms. Jazz literature is surveyed with an analysis of important soloists, small jazz groups and large ensembles.

Offered: Every year, All

UC: Fine Arts

MU 213. Music of the 20th Century. 3 Credits.

This course examines the transformations that took place in art music from the late romantic era to the end of the twentieth century. The course presents a diverse spectrum of musical styles and explores how popular forms of music, world music, and changes in society have impacted musical culture here and abroad.

Prerequisites: Take 3 credits from subject MU.

Offered: As needed

UC: Fine Arts

MU 230. Music Theory I. 3 Credits.

This course is designed to give students a solid and practical basis for appreciation or participation of musical experiences. Emphasis is placed on study of the basic elements of music theory including rhythm, melody, harmony, modes, scales, key signature, and intervals.

Offered: Every year, Fall

UC: Fine Arts

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

UC: Fine Arts

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

UC: Fine Arts

MU 299. Independent Study. 1-3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: Every year, All

MU 300. Music Directed Study. 1-3 Credits.

Offered: As needed

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

UC: Fine Arts

MU 399. Independent Study. 3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: Every year, All

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 and Spring

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 and Spring

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 and Spring

NUR 308. Health Promotion and Wellness for Individuals Living in the Community. 3 Credits.

This course focuses on health promotion, wellness, disease and injury prevention for individuals across the lifespan living in the community setting. Students learn the importance of health education for individuals living with chronic diseases and how individuals can potentially increase control over and improve their health.

Offered: Every year, Spring

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 and Summer

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 and Summer

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. 3 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. 3 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 and Spring

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 382. Nursing Science and Information Literacy. 3 Credits.

This online course examines nursing science and its use in nursing practice. Students are introduced to clinical reasoning and disciplinary and interdisciplinary concepts. This course also focuses on information literacy and information management in the delivery of quality patient care.

Offered: Every year, Fall Online

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. Evidence-Based Nursing Practice and Scholarship. 2 Credits.

This course focuses on the related knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidenced based practice and participate in the process of retrieval, appraisal, and synthesis of evidence. Students develop scientific literacy and enhanced 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, All

NUR 409. Health Education as a Strategy for Implementing Health Promotion, Wellness and Disease Prevention. 0 Credits.

This course focuses on health education as a strategy for implementing health promotion, wellness and disease prevention programs. Emphasis is on secondary and tertiary prevention and nursing management for individuals with chronic health issues 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.

Offered: Every year, Spring

NUR 410. Integrative Health and Healing. 3 Credits.

This course explores the core holistic concepts of nutrition, fresh air, light, quiet, and cleanliness as they relate to contemporary integrative health practices and interventions ranging from nutrition to meditation and their application to whole person health.

Offered: Every year, Spring and Summer Online

NUR 412. Health Assessment. 3 Credits.

This online health assessment course prepares the Registered Nurse to complete a comprehensive, holistic assessment. The focus is on history taking, interviewing skills and assessment techniques for patients throughout the lifespan. Students demonstrate their assessment skills with video clips as well as concisely presenting their findings to course faculty.

Offered: Every year, Fall Online

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, All

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, All

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, Fall and 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. (70 hrs./semester)

Offered: Every year, Fall and 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 provides a framework within which the student intentionally reflects upon and integrates the experiences that represent the meaning of their collegiate learning. Each student designs 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 464. Basic Principles of Critical Care Nursing. 2 Credits.

This is an introductory course to the basics of caring for critically ill patients with cardiac and pulmonary disease experiencing various shock states and neurologic emergencies. The pathophysiology, management of care, and evaluation of outcomes for critically ill patients is explored. Teamwork and collaboration skills in the critical care setting is developed. Students engage in simulated practice experiences.

Prerequisites: Take NUR 424 NUR 425 NUR 426 NUR 430L. Students with experiential equivalents should contact the Undergraduate Chair for approval.

Offered: Every year, January Term

NUR 478. Evidence-Based Nursing Practice. 3 Credits.

This course focuses on the knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidence-based practice and use evidence to improve practice. The course includes one credit of application in a fieldwork setting.

Offered: Every year, Summer 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, Spring Online

NUR 484. Community and Population Health Nursing. 3 Credits.

This course investigates concepts of community and public health nursing. Emphasis is on health promotion with a focus on the role of the community and public health nurse for individuals, groups, and populations. The delivery of safe, evidence-based, holistic centered care is demonstrated during fieldwork conducted in a community setting.

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. This course includes 1 credit of clinical practice.

Offered: Every year, Spring Online

NUR 499. Independent Study in Nursing Practice. 0-3 Credits.

Offered: As needed

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 and Spring

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 Practice. 2 Credits.

This course serves as a bridge from students' general education to the professional phase of the OT curriculum. Students explore features of contemporary occupational therapy practice, such as client-centeredness and evidence-based practice, as foundations to professionalism. Students integrate Quinnipiac essential learning proficiencies into the context of occupational therapy practice. Finally, the course helps students to internalize the values of professionalism as keys to being an effective change agent.

Offered: Every year, Spring

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 of 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 and Spring

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.

Offered: Every year, Fall and 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 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 356F. Documenting OT Practice Fieldwork. 1 Credit.

This course provides structured fieldwork observation in pediatric and adult 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 school systems, home care, and rehabilitation facilities. 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.

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 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 evidence based interventions for various mental health conditions across the continuum of practice 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. The experience allows the student to explore the evaluation and treatment process and the application of frame of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Fall and Spring

OT 451L. Occupational Therapy Process in Children and Youth Lab. 1 Credit.

This course accompanies OT 451 and OT 451F. 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 and older adult population. The experience allows the student to explore the evaluation and treatment process and the application of frame of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.

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

UC: Humanities

PL 102. Introduction to Ethics. 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.

Offered: Every year, Spring and Summer

UC: Humanities

PL 102H. Honors Introduction to Ethics. 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.

Offered: Every other year

UC: Humanities

PL 103. 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**UC:** Humanities**PL 214. Ancient Greek History (HS 214).****3 Credits.**

Ancient Greece" stretches chronologically from the third millennium BC until the 4th century BC and ranges geographically from modern day Turkey (what the Greeks called Ionia) to Sicily and the Italian peninsula (what the Romans called Magna Graeca). This course focuses on that part of Greek history that runs from the late Bronze Age period of Mycenaean Palace culture (approximately 1400 BC) to the end of the Peloponnesian Wars (in 404 BCE). The course emphasizes primary sources (such as literary sources and inscriptions) and challenges students to use primary sources as the basis for historical interpretations of the political, social, cultural, and intellectual institutions of ancient Greece, such as democracy, tyranny, slavery, tragedy, and philosophy. The course concludes with a role-playing Reacting to the Past historical simulation (that explores the options open to Athens in the aftermath of her defeat by Sparta).

Offered: Every other year, Fall**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, ethics of care, feminist ethics, contractarianism, and African ethics. Bioethical issues 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, global health, and addressing injustices and discrimination in health care and medicine.

Prerequisites: Take one 100-level philosophy course or FYS 101.**Offered:** Every year, Fall**UC:** Breadth Elective, Intercultural Understand**PL 226. Environmental Ethics.****3 Credits.**

In this course, students critically assess environmental ethical issues arising at the intersections of philosophy and the sciences, using relevant ethical theory and evidence. Issues examined include but are not limited to: climate change; climate change denialism and public engagement with scientists and the sciences; the ethics of innovations in the discrete sciences; habitat preservation and loss; resource depletion; rights of humans, non-human animals, and ecosystems; ecocentrism; pollution; health; energy; corporate responsibility; sustainability; climate justice; environmental migration; future generations. Students explore individual, societal, and global perspectives on environmental ethics, and critically assess responses to environmental injustices and inequalities, including those of race, gender, and class.

Offered: Every other year, Fall**PL 233. Business Ethics.****3 Credits.**

This course helps students develop a framework for ethical decision-making, particularly in cases of business management. Students learn to identify ethical issues, apply various models of ethical decision-making, and analyze ethical cases in areas ranging from consumer rights to corporate responsibility. Topics include assessing and analyzing the ethics environment of business and identifying and managing ethics in a developing world including, human rights, environmental sustainability and technology.

Prerequisites: Take one 100 or 200 or 300-level philosophy course.**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 one 100-level philosophy course or FYS 101.**Offered:** Every other year, Spring**UC:** Breadth Elective**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 one 100-level philosophy course or FYS 101.**Offered:** Every other year, Spring**UC:** Humanities**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 one 100-level philosophy course or FYS 101.**Offered:** Every other year, Spring**UC:** Humanities**PL 238. Philosophy of Technology, Environment and Social Transformation (ENV 238).****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 one 100-level philosophy course or FYS 101.**Offered:** Every other year, Fall**UC:** Humanities

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 one 100-level philosophy course or FYS 101.

Offered: Every other year, Spring

UC: Humanities

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 one 100-level philosophy course or FYS 101.

Offered: Every other year, Spring

UC: Humanities

PL 266. Diverse Global Philosophies 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 one 100-level philosophy course or FYS 101.

Offered: Every other year, Fall

UC: Humanities, Intercultural Understand

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 one 100-level philosophy course or FYS 101.

Offered: Every other year, Spring

UC: Humanities

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 one 100 or 200 or 300-level philosophy course; 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. Quinnipiac's Albert Schweitzer Institute offers students many kinds of projects and activities reflecting Schweitzer's many areas of involvement. In this course, students critically explore Schweitzer's life, thought and work and their application to some of the moral problems and cultural and political issues we face today.

Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 211; or PO 215.

Offered: Every other year, Spring

PL 330. Philosophy and Gender (WGS 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 one 100 or 200 or 300-level philosophy course; or one course from women's studies.

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 one 100 or 200 or 300-level philosophy course.**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 one 100 or 200 or 300-level philosophy course.**Offered:** Every year, Fall**UC:** Humanities**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**UC:** Humanities**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 one 100 or 200 or 300-level philosophy course.**Offered:** Every Third Year, Spring**UC:** Humanities**PL 335. Contemporary Philosophy (PO 336).****3 Credits.**

Students explore diverse responses to political, social, and ethical issues from dynamic movements in 19th, 20th, and 21st-century philosophy and political theory. Potential topics may include Marxism, existentialism, phenomenology, feminism, poststructuralism, postcolonialism, and philosophy of race and gender. Potential material includes work by Hegel, Marx, Nietzsche, Du Bois, Sartre, de Beauvoir, Lorde, Merleau-Ponty, Arendt, Young, Foucault, Fanon, Biko, Derrida, and Butler.

Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 215; or PO 219; or PO 315.**Offered:** Every year, Fall**UC:** Humanities**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 one 100 or 200 or 300-level philosophy course; 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 one 100 or 200 or 300-level philosophy course.**Offered:** Every Third Year, Fall**UC:** Humanities**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 one 100 or 200 or 300-level philosophy course.**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 one 100 or 200 or 300-level philosophy course.**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; or GDD 110; or one 100-level philosophy course.**Offered:** Every year, 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 one 100-level philosophy course; 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

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 with 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 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. Students may not receive credit for both PY 401 and HSC 401.

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. Kinematics, Newton's laws of motion, circular motion, torque, fluid dynamics, electrostatics, circuits, waves, sound and light are studied. This course is suitable for both science and non-science majors. 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

UC: Natural Sciences

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

UC: Natural Sciences

PHY 110. General Physics I. 3 Credits.

Students use algebra and trigonometry to examine the fundamentals of Newtonian mechanics. Topics include kinematics and dynamics, momentum, energy, and rotating rigid-body equilibrium and dynamics. This course is designed primarily for science majors. Must be taken in conjunction with PHY 110L.

Prerequisites: Take MA 107; minimum grade C-; or Math placement score of 3.

Corequisites: Take PHY 110L.

Offered: Every year, Fall and Summer

UC: Natural Sciences

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**UC:** Natural Sciences**PHY 111. General Physics II.****3 Credits.**

Students use algebra and trigonometry to examine the fundamentals of classical electromagnetic theory. Topics include electrostatics, magnetostatics, dc circuits, electromagnetic waves, and geometric and wave optics. Must be taken in conjunction with PHY 111L. This course is designed primarily for science majors.

Prerequisites: Take PHY 110, PHY 110L; Minimum grade C-.**Corequisites:** Take PHY 111L.**Offered:** Every year, Spring and Summer**UC:** Natural Sciences**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**UC:** Natural Sciences**PHY 121. University Physics.****4 Credits.**

Students use calculus to examine classical Newtonian mechanics in an integrated lecture and laboratory classroom. Through experimentation, computer modeling and group problem-solving, students apply physics principles to predict the outcome of reality-based and open-ended problems. Topics include kinematics, Newton's laws, conservation of energy and momentum, torque, and equilibrium of static bodies and fluids. (6 studio-lab hrs.)

Prerequisites: Take MA 141 or MA 151; Minimum grade C-.**Offered:** Every year, Fall and Spring**UC:** Natural Sciences**PHY 122. University Physics II.****4 Credits.**

Students use calculus to examine classical electromagnetism in an integrated lecture and laboratory classroom. Through experimentation, computer modeling, and group problem-solving, students apply physics principles to predict the outcome of reality-based and open-ended problems. Topics include electrostatics, magnetostatics, dc circuits, Maxwell's equations, and electromagnetic radiation. (6 studio-lab hrs.)

Prerequisites: Take PHY 121; Minimum grade C-.**Offered:** Every year, Fall and Spring**UC:** Natural Sciences**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 Bachelor of Science in Health Science Studies degree completion program. Students may not receive credit for PHY 202 if they already have credit for 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:** As needed

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**UC:** Social Sciences**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**UC:** Social Sciences**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**UC:** Social Sciences**PO 206. Ethics and Public Policy.****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**UC:** Social Sciences

PO 209. Environmental Politics and Policy (ENV 209). 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

UC: Social Sciences

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

UC: Social Sciences

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 both the enduring and contemporary 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

UC: Social Sciences

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 Constitutional structure and reform, slavery, race and building an immigrant society, 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 FYS 101.

Offered: Every other year, Spring

UC: Social Sciences

PO 219. Feminist Political Thought (WGS 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

UC: Social Sciences

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

UC: Social Sciences

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/orientation.

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

UC: Social Sciences

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

UC: Social Sciences

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

UC: Social Sciences

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

UC: Social Sciences

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

UC: Social Sciences

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 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 or a critical 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 211 PO 215 or PO 225.

Offered: Every year, Fall

PO 309. Public Diplomacy. 3 Credits.

This course examines concepts, issues and practices in public diplomacy, or the management of a nation's communications and relationships with foreign publics who have the ability to affect national and international interests. The course focuses on U.S. public diplomacy's past, present, and future. Students examine and apply theoretical and practical aspects of public diplomacy, looking closely at the purpose and value of public diplomacy in governments and other institutions, the roles and responsibilities of public diplomacy specialists, and principles of strategic practices.

Offered: As needed

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 one 200 or 300-level philosophy course; or PO 211; or PO 215.

Offered: Every other year, Spring

PO 313. Development, Globalization and Colonialism.**3 Credits.**

An introduction to settled approaches of development, globalization and order. This course discusses theories that have attempted to justify European colonialism, and theories that are critical of those colonial legacies. Students analyze and criticize various liberal civilization theories; Keynesian economics, Marxism, neoliberalism and sustainable development. Students discuss the ways in which previously accepted knowledges and approaches from different disciplines have contributed in the construction and institutionalization of perspectives that continue to shape the lives of peoples throughout the world. Additionally, students are encouraged to examine their own experiences in the world and their proximities to the perspectives discussed.

Prerequisites: Take PO 101 FYS 101 or EN 101.

Offered: Every other year, Spring

UC: Humanities, Intercultural Understand

PO 315. Democratic Theory and Practice.**3 Credits.**

This course examines 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, diversity, feminism, identity politics, equal rights and powers and the role of groups in policy making. Major policy issues covered 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 government, 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 pseudo-polls, fundraising and soliciting under the guise of survey research.

Prerequisites: Take PO 131 or PS 101.

Offered: Every other year, Spring

PO 328. Politics and Governance in Africa.**3 Credits.**

This course introduces students to the study of politics in Africa by examining changes and continuities in the political and socio-economic development of the 48 sub-Saharan African countries from the pre-independence period through the contemporary era. Students are introduced to important issues in the study of African politics as well as the various methodological and theoretical concepts employed in the study of these issues by scholars and analysts.

Prerequisites: Take PO 211.

Offered: Every other year, Fall

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 332. European Politics.**3 Credits.**

This course is designed to provide a general introduction to European politics by exploring the dynamics of integration in Europe. The issues discussed relate to the general theoretical treatment of integration phenomena, the political economy of integration of Europe and its membership expansion, and the structural and behavioral implication of the open market. Of particular relevance to course discussions are the changing notions of security, economics, trade, market regulations and cooperation on the global scene. Special attention is paid to the single currency (the Euro) and how it impacts the process of integration in Europe.

Prerequisites: Take PO 211 or QU 201.**Offered:** Every other year, Fall**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 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 336. Contemporary Social and Political Philosophy (PL 335).****3 Credits.**

Students explore diverse responses to political, social and ethical issues from dynamic movements in 19th, 20th, and 21st-century philosophy and political theory. Potential topics may include Marxism, existentialism, phenomenology, feminism, poststructuralism, postcolonialism, and philosophy of race and gender. Potential material includes work by Hegel, Marx, Nietzsche, Du Bois, Sartre, de Beauvoir, Lorde, Merleau-Ponty, Arendt, Young, Foucault, Fanon, Biko, Derrida, and Butler.

Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 215; or PO 219; or PO 315.**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 one 100 or 200 or 300-level philosophy course; 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 349. Political Communication (MSS 349).****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 year, Fall and Spring

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 362. Presidential Election Campaigns (SL: Service Learning).****3 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.**Corequisites:** Take PO 362L.**Offered:** Every Third Year, Fall**PO 362L. Presidential Election Campaign Lab.****1 Credit.**

Lab to accompany PO 362.

Corequisites: Take PO 362.**Offered:** As needed**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. Special attention is paid to challenges of local, regional and state governance in Connecticut and the New England states.

Prerequisites: Take PO 131.**Offered:** Every year, Spring**PO 387. Women and Public Policy (WGS 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 WGS 101.**Offered:** Every other year, Spring**PO 390. Urban Public Policy.****3 Credits.**

The course introduces students to the public policy and governance processes in urban areas. Students analyze and evaluate how government has responded to, and struggled with, urban social, economic and technological changes. How and why have urban leaders sometimes succeeded, and sometimes failed, to master these challenges? Can past successes and failures reliably guide citizens and leaders in the future? Policy areas covered may include transportation, housing, education, crime, environmental sustainability and immigration. Particular attention is paid to case studies of urban policy in Connecticut, in comparison to other urbanized regions around the US and in cities around the world.

Prerequisites: Take PO 131.**Offered:** Every Third Year, Spring**PO 395. Advanced Internship.****1-9 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 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; 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

UC: Social Sciences

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.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit; and MA 110, MA 140, MA 141, MA 151 or MA 170.

Offered: Every year, Fall and Spring

PS 210. Human Sexuality (WGS 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

UC: Social Sciences, Intercultural Understand

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- or transfer credit.

Offered: Every year, All

UC: Social Sciences

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 234. Adult Development & 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

UC: Social Sciences

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

UC: Social Sciences

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- or transfer credit.

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

UC: Social Sciences, Intercultural Understand

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 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 attitudes and behavior, issues in social cognition, attributions, helping behavior, interpersonal relationships, group dynamics, aggression, stereotypes, cross-cultural psychology, and aspects of social psychology and law.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

UC: Social Sciences

PS 262. Psychology of Women and Gender (WGS 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

UC: Social Sciences, Intercultural Understand

PS 265. Industrial-Organizational Psychology.**3 Credits.**

This course takes a scientist-practitioner perspective in psychology to examine the application of psychological principles and practices to business, industrial and organizational settings. The course explores the ways Industrial-Organizational (I-O) psychologists study and develop evidence-based interventions for such issues as job analysis, personnel selection, training, performance appraisal, employee attitudes, worker motivation, occupational stress and health, leadership, teams and organizational development.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

UC: Social Sciences

PS 272. Abnormal Psychology.**3 Credits.**

Causes, description and classifications of abnormal behavior and "mental illness" are explored, along with theories of psychopathology. Both historical and contemporary approaches to understanding mental health problems and their treatment are examined, with an emphasis on evidence-based approaches to mental health care.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

UC: Social Sciences

PS 272H. Honors Abnormal Psychology.**3 Credits.**

Causes, description and classifications of abnormal behavior and "mental illness" are explored, along with theories of psychopathology. Both historical and contemporary approaches to understanding mental health problems and their treatment are examined, with an emphasis on evidence-based approaches to mental health care.

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. LGBTQ Identities and Communities (SO/WGS 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, lesbian, bisexual, transgender, or queer (LGBTQ). Psychological research on identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as LGBTQ, are discussed. The course explores historical events that led to the development of LGBTQ communities and the benefits of being involved in these communities, including the positive impact of allies. Finally, the course explores the positive and negative effects of the LGBTQ community becoming more mainstream.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

UC: Social Sciences, Intercultural Understand

PS 290. The Psychology of Self-Improvement: Popular and Scientific Perspectives. 3 Credits.

This course provides an introduction to the popular and scientific psychological literature related to self-improvement. Students learn about important concepts such as mindset, grit, goal-setting, procrastination, as well aspects of health psychology (e.g., sleep, nutrition, and exercise) and the importance of social relationships. Students also gain a greater facility with reading and critically evaluating different types of literature and navigating conflicting claims of self-improvement.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

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 with Lab. 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. Course includes both lecture and lab components. For Psychology and Behavioral Neuroscience majors. Minimum grade of C- is required to pass.

Prerequisites: Take PS 206; Minimum grade C-.

Offered: Every year, Fall and Spring

PS 308. Advanced Research Methods in Psychology with Lab. 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 psychology or neuroscience. Students design, conduct and formally present a major piece of psychological research, including statistical analysis, on a topic in that research area. Course includes both lecture and lab components. For Psychology and Behavioral Neuroscience majors only. Minimum grade of C- is required to pass.

Prerequisites: Take PS 307; Minimum grade C-.

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 320. Psychology of Sport and Exercise (SPS 320). 3 Credits.

This course provides an overview of psychological research related to sport and exercise. Topics from a variety of perspectives within psychology are covered, including personality, motivation, group dynamics, concentration and health and well-being. The course emphasizes the importance of a thorough understanding of underlying theoretical concepts as well as practical applications to teaching, coaching and one's personal exercise regimen.

Prerequisites: Take two courses from psychology.

Offered: Every other year, Fall

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: As needed

PS 333. Applied Cognition. 3 Credits.

Through hands-on projects and active engagement, students learn how principles of cognitive psychology are applied in the modern workforce. Some of the topics explored include consumer psychology and behavioral design, human factors and ergonomics, and data science. By applying cognitive principles to real-world problems, students gain a deeper understanding of cognitive findings and theories and learn about the opportunities and necessary skills for pursuing a career related to cognitive psychology.

Prerequisites: Take PS 233.

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; and PS 307 or BIO 298.

Offered: Every year, Fall

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 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 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 383. Psychology and the Law.** 3 Credits.
Psychological science offers much in understanding and reforming our legal system with empirical research regarding criminal investigations, trials, and the punishment and rehabilitation of adults and adolescents. The course explores police interrogations; the myth of deception detection; false confessions; eyewitness identifications and testimony; pseudoscientific and scientific forensic testing; judicial and jury decision making; and adolescent experiences in facilities.
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 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; Minimum grade C-.

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 105. Learning Strategies Seminar. 1 Credit.

The purpose of this course is to introduce students to evidence-based learning strategies and to help students become self-regulated learners who are capable of achieving their full academic potential. Students reflect upon the fundamental nature of learning and what types of learning activities best facilitate their learning process. Students also explore topics related to achievement motivation and growth mindset. The ultimate goal of this course is to help students not only develop a deeper understanding of these topics, but learn ways that the strategies and tools discussed in class readings and discussions can inform their personal study habits.

Offered: Every year, Summer

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 420. Integrative Capstone. 3 Credits.

Offered: Every year, Fall and Spring

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, BIO 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 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 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 499. Capstone (DMS 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 RS 414.

Offered: Every year, Spring

Science (SCI)

SCI 102. Earth Sciences. 3 Credits.

This course provides an introduction to the methods of Earth science. Students study the physical, chemical, and biological processes that combine to produce geological processes with attention focused on plate, tectonic environments, processes, and forces, Earth system surface processes, and climate change. This course is designed for nonscience majors.

Corequisites: Take SCI 102L.

Offered: Every year, All

UC: Natural Sciences

SCI 102L. Earth Sciences Lab. 1 Credit.

Lab must be taken with SCI 102. (2 lab hrs.)

Corequisites: Take SCI 102.

Offered: Every year, All

UC: Natural Sciences

SCI 105. Chemistry and Nutrition. 3 Credits.

Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins, minerals, and water in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students apply these concepts to analyze and improve their own diets. This course is designed for non-science majors. Students may not receive credit for both SCI 105 and SCI 161.

Corequisites: Take SCI 105L.

Offered: Every year, Spring

UC: Natural Sciences

SCI 105L. Chemistry and Nutrition Lab. 1 Credit.

Lab must be taken with SCI 105. (2 lab hrs.)

Corequisites: Take SCI 105.

Offered: Every year, Spring

UC: Natural Sciences

SCI 161. Nutrition: an Investigative Experience. 3 Credits.

Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins, minerals, and water in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students apply these concepts to analyze and improve their own diets. This course is designed for non-science majors. Students may not receive credit for both SCI 161 and SCI 105.

Offered: Every year, All

UC: Natural Sciences

SCI 202. Environmental Science.**4 Credits.**

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, Spring

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**UC:** Social Sciences**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: All**UC:** Social Sciences**SO 200. Special Topics.****3 Credits.**

A variety of special topics courses are offered every year.

Offered: As needed**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 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 or SO 101H.**Offered:** Every year, Fall**UC:** Social Sciences**SO 202. Gender and Aging (GT/WGS 202).****3 Credits.**

The purpose of this advanced seminar is to study older women's and men's experiences with aging. The focus is on the complex interplay between age and gender as we examine the social, economic and policy issues surrounding the needs of older women and men.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every other year, Spring**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 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 examine the social systems, relationships, benefits and duties that shape our lives, both locally and globally. What are the major problems facing society today? What are their consequences? How can we effectively address social problems? Students explore these questions and more through examining topics such as racism, economic inequality, sexualities, families, 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 and systems in the larger social world.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall and Spring**UC:** Social Sciences**SO 232. Women in the Criminal Justice System (CJ/WGS 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 SO 101H.**Offered:** Every year, Spring**UC:** Social Sciences**SO 235. American Culture and Society.****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.

Offered: Every year, Summer**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 or SO 101H.**Offered:** Every year, Fall**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 or SO 101H.**Offered:** Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand

SO 241H. Honors 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 or SO 101H.

Offered: Every year, Fall and Spring

UC: Social Sciences

SO 244. The Invisible Ladder: Social Inequalities Inequalities. 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 or SO 101H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

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 or SO 101H.

Offered: Every year, Fall

UC: Social Sciences, Intercultural Understand

SO 255. Sociology of Families (WGS 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 or SO 101H.

Offered: Every other year

UC: Social Sciences

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 or SO 101H.

Offered: Every other year

UC: Social Sciences, Intercultural Understand

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 or SO 101H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

SO 264. Power and Social 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 or SO 101H.

Offered: Every year, Spring

UC: Social Sciences

SO 266. Population and Society. 3 Credits.

This course is designed to provide a basic understanding of demographic structures and processes of different types of societies. Students learn about the basic components used in demographic inquiry -population growth, mortality (deaths), fertility (births), and migration (population movement) - and gain knowledge necessary to use those concepts to evaluate societal issues such as marriage trends, jobs, lifestyles, and choices about having children. Students learn the importance of demographic factors in their personal lives and their social world.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

SO 270. Community Program Development (GT 270). 3 Credits.

This course addresses the creation of community-based programs and services especially within the nonprofit and public sectors. Topics covered include: approaches to leadership, community engagement, needs identification, problem analysis, models of intervention, and elements of grant proposal writing.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every other year, Fall

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 or SO 101H.

Offered: Every year, Spring

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 or SO 101H.

Offered: Every year, Fall

UC: Social Sciences, Intercultural Understand

SO 280. Sociology of Health and Illness. 3 Credits.

This course explores the social model to studying health and illness. Meaning(s) and experience(s) of health and illness are socially produced, and are shaped by the interaction of external social environments in which people live (culture and community), and the internal environment (human body). Experiences of health and illness are also influenced by socio-demographic variables (race, class, gender, age, etc.), highlighting disparities in health and health care delivery. The course examines a number of topics of interest to medical sociologists and health care professionals in the field, such as the medicalization of society, determinants of health, social construction of illness, and the social organization of health care.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every other year, Fall

UC: Social Sciences, Intercultural Understand

SO 284. LGBTQ Identities and Communities (PS/WGS 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, lesbian, bisexual, transgender, or queer (LGBTQ).

Psychological research on identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as LGBTQ, are discussed. The course explores historical events that led to the development of LGBTQ communities and the benefits of being involved in these communities, including the positive impact of allies. Finally, the course explores the positive and negative effects of the LGBTQ community becoming more mainstream.

Prerequisites: Take SO 101 or SO 101H.

Offered: As needed

SO 285. Protest and Social Change (WGS 285). 3 Credits.

This course explores past and present social movements and other forms of resistance in the U.S. and around the world, focusing on the factors that influence their emergence, the shapes they take, and their outcomes. The course also includes discussion of how to organize one's own community to create social change. Students examine movements such as the Black Lives Matter movement, the #MeToo movement, the LGBTQ+ rights movement, the anti-war movement, and the climate justice movement.

Prerequisites: Take SO 101 or SO 101H.

Offered: As needed

UC: Social Sciences, Intercultural Understand

SO 290. Research Methods (GT 290). 3 Credits.

This course introduces students 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 or SO 101H.

Offered: Every year, Fall and Spring

SO 302. Sexualities (WGS 302). 3 Credits.

This course explores the social construction and social control of sexualities with a particular focus on the intersection of sexualities, gender, race, and class. We examine the socially constructed meanings of sexual practices and sexual identities. Specifically, we begin by looking at the ways in which sexuality is historically and socially positioned, and we discuss how sexuality is regulated (formally and informally). We also examine cultural expectations, understandings, and expressions of sexualities.

Prerequisites: Take SO 101 SO 101H WGS 101 or WGS 101H;

Offered: Every other year

SO 303. Popular Culture and the Media (WGS 303). 3 Credits.

The course explores popular culture with the purpose of learning about current American life in the context of change. It focuses on the relationship between popular culture, the media, and the broader social, economic and political environment. Popular media, leisure pursuits, news, sports, entertainment, and material consumption are considered. Attention is paid to the accumulated research from a wide variety of sources and visions.

Prerequisites: Take SO 101 SO 101H WGS 101 or WGS 101H.

Offered: Every year, January and Summer

SO 304. Sociology of Gender (WGS 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 or SO 101H.

Offered: Every Third Year

UC: Breadth Elective, University Curriculum Ele

SO 305. Sociology of Death and Dying (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.

Offered: Every year, Fall and Spring

SO 306. Masculinities (WGS 306). 3 Credits.

In this course, students examine the organization, maintenance and understandings of popular and historical conceptions of masculinities within the United States. The class explores the norms, values and beliefs that circulate within the realm of masculinities. Additional topics include media, boyhood, work, health, relationships, sexualities, bodies, families and violence. Students develop an understanding of the ways in which gender is a relational concept that takes on meaning through personal relationships and societal constructs.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every other year

UC: Breadth Elective, University Curriculum Ele

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 or SO 101H.**Offered:** Every year, All**SO 308. The Immigrant Experience.****3 Credits.**

For much of its history, people have come to the U.S. from other countries seeking economic opportunities, family reunification, or asylum. While many Americans welcome immigrants and the strengths they bring, others fear immigrants' influence on society and want to restrict migration. 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, and what role has racism played in immigration policies? Why is immigration such a divisive issue, and what role do politicians and the media play in sowing that division? Using a sociological perspective, students learn about the decisions and experiences of immigrants as well as the impact of immigration on society.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall**UC:** Breadth Elective, University Curriculum Ele**SO 310. Sociology of Childhood.****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 the intersection of childhood with things like the changing shape of families, educational institutions, peer groups and the media. The diversity of the childhood experience is considered as well as the impact of experiences like poverty, divorce, community violence, and the juvenile justice system on the lives of children, both inside and outside of the U.S.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall**SO 311. Introduction to Social Work (GT 311).****3 Credits.**

This course provides students with an introduction to the field of social work, including its historical roots, its fundamental principles and its 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 or SO 101H.**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 or SO 101H.**Offered:** Every year, Spring**SO 317. Religion and Society.****3 Credits.**

This course begins with an introduction to Buddhism, Christianity, Hinduism, Islam and Judaism. The remainder of the course examines the relationship between religion and society. Students explore questions such as: Are young Americans becoming less religious? What role does religion play in politics, and why? What is religious inequality, and how does it produce religious discrimination? How does religion intersect with other social positions like race, gender, and sexuality? Does religion cause violence, or is it merely used by violent groups to justify their actions? 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 or SO 101H.**Offered:** Every other year**UC:** Breadth Elective, University Curriculum Ele**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 or SO 101H.**Offered:** Every year**UC:** Breadth Elective, University Curriculum Ele, Intercultural Understand**SO 325. Counseling Older Clients (GT 325).****3 Credits.**

Students are introduced to theories and models of effective communication with select members of an elderly population. Topics include practical aspects of communication of social service workers with older clients, older parents, older patients and the terminally ill; interview and counseling techniques; and the role of social service workers, past and present.

Prerequisites: Take SO 101;**Offered:** Every other year**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 or SO 101H.**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 or SO 101H.

Offered: Every year, Summer

UC: Breadth Elective, Intercultural Understand

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, SO 101H or CJ 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

SO 360. Sociology of Mental Health.**3 Credits.**

This course explores the social model to studying mental health and illness. Meaning(s) and experience(s) of mental health and illness are socially produced. Experiences of mental health and illness are also influenced by socio-demographic variables (race, class, gender, age, etc.), highlighting disparities in mental health and mental health care delivery. The course examines core areas of the sociological study of mental health & illness, including theory, methods, and policy. The course also explores a variety of topical areas of interest to sociologists and mental health care professionals in the field, such as social stress, stigmatization, medicalization of mental illness, social construction of mental illness, and the social organization of mental health care.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every year, Spring

SO 365. Aging and Social Problems (GT 365).**3 Credits.**

This course considers social policies 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 or SO 101H.

Offered: Every year, Summer

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

SO 370. Adoption and Society.**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 or SO 101H.

Offered: Every year, Spring

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.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

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 392. Internship in the Community (CJ 392/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 organization along with one hour per week in a seminar. Coursework 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 organization 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 at least one semester prior to begin the placement process.

Prerequisites: Take SO 101 or SO 101H; and SO 205.

Offered: Every year, Fall and Spring

SO 394. Advanced Internship in the Community (CJ/GT 394).**3 Credits.**

A second internship for sociology 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, Spring

SO 400. Senior Seminar (GT 400).**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, Fall and Spring

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 and CSC 110L; or CSC 107 with Program Director approval; Minimum grade C-.

Corequisites: Take SER 120L.

Offered: Every year, Fall and 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 and CSC 110L; or CSC 107 with Program Director approval; Minimum grade C-.

Corequisites: Take SER 120.

Offered: Every year, Fall and 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, SER 120L; Minimum grade C-.

Offered: Every year, Spring

SER 225. Introduction to Software Development. 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, CSC 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, SER 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 340; 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 and CSC 225 or SER 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 210 SER 225; Minimum grade C-.

Offered: Every year, Fall

SER 359. Transfer Equivalent. 3 Credits.

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 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 490. Engineering Professional Experience. 0-1 Credits.

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

Corequisites: Take SER 340.

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. Cultural practices and traditions of the Spanish-speaking world are also presented. 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

UC: Breadth Elective, University Curriculum Ele

SP 101L. Intensive Oral and Written Practice in Spanish. 1 Credit.

This course is a supplement to SP 101 and SP 102 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading, and writing. It is open to any student currently taking SP 101, SP 102 or those who have previously taken Spanish courses at the elementary level and are seeking to improve their Spanish skills. The course 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 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

UC: Breadth Elective, University Curriculum Ele

SP 105. Spanish for Health Professions. 3 Credits.

This course introduces the non-native Spanish-speaking student to basic vocabulary, phrases and cultural considerations necessary to communicate effectively with Spanish speakers in a clinical setting. The course prepares students to perform daily activities and tasks such as collecting and assessing a medical history, assessing health risks, making appointments with Spanish-speaking patients, and includes cultural content. No science or health science background is required. Additionally, there is no language prerequisite but students may find prior language learning experience useful. Students wishing to acquire general conversational skills or fluency in Spanish should enroll in traditional Spanish language classes.

Offered: As needed

UC: Breadth Elective

SP 199. Independent Study in Spanish. 3 Credits.

Offered: As needed

SP 200. Special Topics in Spanish. 3 Credits.

The subject varies based on faculty and student interests.

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. They also broaden their knowledge of the Spanish-speaking world to expand their ability to make cross-cultural comparisons.

Prerequisites: Take SP 102 or placement into SP 201.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

SP 201L. Intensive Oral and Written Practice in Intermediate Spanish. 1 Credit.

This course is a supplement to SP 201 and SP 202 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading, and writing. The lab is open to students currently taking SP 201, SP 202 or those who have previously taken Spanish courses at the intermediate level and are seeking to improve their Spanish skills. The course 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

UC: Breadth Elective, University Curriculum Ele

SP 203. Environmental Spanish (ENV 203).**3 Credits.**

This course is taught in Spanish and introduces students to vocabulary related to nature, the environment, protecting the planet, and also to the lexicon necessary to discuss topics in environmental science and policy. Students acquire important historical and cultural environmental perspectives from various Hispanic countries to understand more precisely present-day perceptions and efforts related to conservation and sustainability. Environmental issues and concerns in Spanish-speaking nations are explored. No previous science or environmental studies background is required. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: As needed**UC:** Breadth Elective**SP 205. Cultura Puertorriquena.****3 Credits.**

This course is taught in Spanish and introduces students to the rich and dynamic culture of Puerto Rico. Students develop a deeper understanding of artistic, economic, educational, health, historical, literary, political, religious, musical, folkloric, sports, social trends, and more. Students also gain deeper insights and perspectives about Puerto Rico's unique ethnic and linguistic diversity. The course combines readings, films, and discussions. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: As needed**UC:** Humanities, Intercultural Understand**SP 210. The Culture and Civilization of Spain.****3 Credits.**

This course is taught in English and introduces students to the rich and dynamic culture of Spain. Students develop a deeper understanding of artistic, economic, historical, literary, philosophical, political, religious and social trends. Students also gain deeper insights and perspectives with regard to Spain's unique ethnic and linguistic diversity.

Offered: As needed**UC:** Humanities, Intercultural Understand**SP 215. Spanish for Business.****3 Credits.**

This course introduces students to basic vocabulary, grammar, phrases, and cultural perspectives necessary to communicate effectively with Spanish speakers in a business setting. Students practice conversational skills related to typical situations that business professionals encounter in the workplace. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: As needed**UC:** Breadth Elective**SP 220. Legal Spanish.****3 Credits.**

This course is designed to teach students the basic terminology and concepts necessary to communicate effectively with Spanish-speaking clients in a legal setting. Classes consist of grammar review, legal concepts and terminology, and an introduction to linguistic variations of Spanish in the United States, specifically, Connecticut. This course is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: As needed**SP 225. Cultura Cubana.****3 Credits.**

Cuban culture is diverse, complex, and truly fascinating. With many different influences throughout its history - Amerindian, European, and African - a particular national identity has emerged. Students learn about economics, politics, science, medicine, health care, technology, religion, music, and the history of the revolution since its inception. Students also gain insights about how the island has changed since the revolution of 1959 and what makes Cuba a country different from the rest of Latin America and the world. The course combines readings, films, and discussions. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: As needed**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.

Prerequisites: Take SP 302.**Offered:** As needed**SP 301. Advanced Spanish I.****3 Credits.**

This course is designed to help students develop their communication skills in listening, speaking, reading, and writing to a high degree of proficiency. Major grammatical structures are reviewed and reinforced. Culture is integrated with language using a wide variety of sources as students also learn about Hispanic cultures and global issues in greater depth.

Prerequisites: Take SP 202 or placement into SP 301.**Offered:** Every year, Fall and Spring**UC:** Breadth Elective, University Curriculum Ele**SP 301L. Intensive Oral and Written Practice in Advanced Spanish.****1 Credit.**

This course is a supplement to SP 301 and SP 302 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading and writing. It is open to students currently taking SP 301, SP 302 or those who have previously taken Spanish courses at the advanced level and are seeking to improve their Spanish skills. The course 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 302. Advanced Spanish II.** 3 Credits.
This course is a continuation of SP 301.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- SP 312. Advanced Conversation.** 3 Credits.
This course is designed to improve oral skills for non-native speakers. Students enlarge and enrich their vocabulary through meaningful practice. They also learn tools for conversational management such as initiating and ending exchanges and changing topics. Students additionally develop knowledge of culturally relevant content that leads to the principal focus on speaking. SP 312 can be waived for students proficient in conversation who should then take another 300-level Spanish course.
Prerequisites: Take SP 302.
Offered: Every year, Fall
UC: Breadth Elective, University Curriculum Ele
- 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 literature from its origins to "Modernismo" are studied. Works of poetry, prose fiction, theater, and the essay are analyzed by a diverse range of the periods' writers are analyzed.
Prerequisites: Take SP 302.
Offered: Every Third Year, Spring
- 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 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. The Modern Spanish Short Story.** 3 Credits.
The short story as a genre as well as 19th- and 20th-century Spanish and Latin American masterpieces of the short story are explored. Students engage in close literary and linguistic analyses and also consider cultural and historical contexts.
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
- SP 371. Survey of Spanish-American Literature.** 3 Credits.
This course explores Spanish-American literature from the time of the Conquest to the present.
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 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

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.

Offered: Every year, All

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.

Prerequisites: Take ED 341 or ED 571;

Corequisites: Take ED 452L.

Offered: Every year, Fall and Spring

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?

Offered: Every year, All

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.

Offered: Every year, All

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, Fall and Spring

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, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment.**4 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, Summer

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, Fall and Summer

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. 4 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. (Elective)

Offered: Every year, Fall and Spring

SPED 576. Designing and Utilizing Assistive Learning Technologies. 1-3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches. (Elective)

Offered: Every year, Fall and Spring

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 coursework, candidates choose a single primary designation from the student(s) IEP for their Practicum. From that IEP, they select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum. Prerequisite: Qualifying employment in a school for the duration of the Practicum. **Offered:** Every year, Fall

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 one or more students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different primary disability than they chose for SPED 579. In addition to coursework, candidates must select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Prerequisites: Successful completion of SPED 579 Practicum I. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum

Prerequisites: Successful completion of SPED 579 Practicum I.

Offered: Every year, Spring

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.

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 sports. Students become familiar with the growing role and influence of sports in business, health sciences and communications on the local, national and global stage. This course also introduces students to the study of sports 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. Multimedia Production Techniques for Sports (JRN 106). 3 Credits.

Students learn the basics of digital production, including video cameras, composition and lighting, capturing audio, continuity, interviewing, voiceovers, music beds, graphics, and shooting and editing action. Assignments for SPS students are focused on sports.

Offered: Every year, Fall and Spring

SPS 176. Baseball and Statistics (MA 176). 3 Credits.

This course covers Sabermetrics: the use of standard statistical topics to analyze data derived from baseball records. The book, "Moneyball," is read to understand how Billy Beane used statistics to bring success to the Oakland Athletics. The standard statistical topics covered include exploratory data analysis, elementary probability, discrete probability distributions, normal probability distributions, sampling distributions, regression and correlation. Learning to use Excel to do statistical analysis is an integral part of the course. Students must possess a basic knowledge of baseball.

Offered: Every year, Fall and Spring

UC: Breadth Elective

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, BIO 101L or BIO 105, BIO 105L or BIO 106, BIO 106L or CHE 101, CHE 101L or PHY 101, PHY 101L or BMS 110, BMS 110L or BMS 117, BMS 117L or BMS 118, BMS 118L or SCI 101, SCI 101L or SCI 102, SCI 102L or SCI 105, SCI 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: As needed

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 and SPS 101.

Offered: Every year, Spring

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 an 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 traditional 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, Fall and 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, Fall and Spring

SPS 312. Sports Management. 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, Fall and Spring

SPS 320. Psychology of Sport and Exercise (PS 320). 3 Credits.

This course provides an overview of psychological research related to sports and exercise. Topics include a variety of perspectives within psychology, including personality, motivation, group dynamics, concentration, and health and well-being. The course emphasizes the importance of a thorough understanding of underlying theoretical concepts as well as practical applications to teaching, coaching and one's personal exercise regimen.

Prerequisites: Take PS 101, SPS 101.

Offered: Every other year, Fall

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 352. History and Social Impact of Baseball.**3 Credits.**

This course covers the role of baseball both as an agent and as a reflector of social change in America from the mid-19th century to the present. While developments and activities on the field are not ignored, greater emphasis is placed on events surrounding the game. Topics include the racism of the 1880s; the transition from a pastoral pastime to a billion-dollar industry; the role of baseball in the assimilation of immigrants; the development of the Negro Leagues and the All-American Girls Professional Baseball League; the Jackie Robinson "experiment"; the growth of unionization in the sport and the most recent "Latino" wave of players. Students explore how each of these developments is embedded in and reflective of the larger culture.

Prerequisites: Take HS 131 or HS 132 or SPS 101.

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. In most cases, senior status is required.

Prerequisites: Take SPS 101.

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

UC: Breadth Elective, University Curriculum Ele

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, Fall and Spring**UC:** Breadth Elective, University Curriculum Ele**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.**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, Fall and Spring**STC 309. Public Diplomacy.****3 Credits.**

This course examines concepts, issues and practices in public diplomacy, or the management of a nation's communications and relationships with foreign publics who have the ability to affect national and international interests. Students examine theoretical and practical aspects of public diplomacy, looking closely at the purpose and value of public diplomacy in governments and other institutions, the roles and responsibilities of public diplomacy specialists, and principles of strategic practices. Students apply what they have learned in the development of public diplomacy materials.

Prerequisites: Take STC 101.**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 and Spring**STC 332. Communication Research and Analysis.****3 Credits.**

Quantitative reasoning is expected of today's strategic communication professional, and this course presents an exploration of both quantitative and qualitative research methods. Students learn how to use principles of scientific research and data analysis to establish, monitor and evaluate communication efforts.

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:** As needed**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, and 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 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 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 349. Media Relations. 3 Credits.

This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.

Prerequisites: Take STC 201.

Offered: As needed

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: As needed

STC 402. Bateman Competition Campaigns. 2 Credits.

Prerequisites: Take STC 332, STC 401.

Offered: As needed

STC 405. The Agency. 3 Credits.

The Agency is a student-run, interdisciplinary firm in which students produce professional work under the direction of faculty. Specializing in Public Relations, Graphic and Interactive Design, and Advertising and Integrated Communications, students collaborate on teams to manage and produce visual, written and digital work for a variety of clients in the communications field. Students apply different research methodologies, tools and techniques, and tactics to achieve desired strategic outcomes and present their projects to clients. Course is repeatable with permission of instructor.

Offered: Every year, Fall and Spring

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. 1-6 Credits.

Offered: As needed

Women's and Gender Studies (WGS)

WGS 101. Introduction to Women's and Gender Studies. 3 Credits.

This interdisciplinary course uses lively discussion and compelling readings to consider women's and gender studies and its relevance to people of all genders, sexual identities and expressions. Students discuss the social construction of gender and sexualities; sexuality, economic and political power; issues of embodiment and beauty; the psychology of gender; and the development of feminism and feminist theory through course materials that may include novels, social science research, poetry, historical writings and political manifestos. Please be advised that this course may cover topics that some students may find difficult, such as eating disorders, sexual assault and harassment.

Offered: Every year, All

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

WGS 200. Special Topics in Women's and Gender Studies. 3 Credits.

Offered: As needed

WGS 202. Gender and Aging (SO/GT 202).**3 Credits.**

The purpose of this advanced seminar is to study older women's and men's experiences with aging. The focus is on the complex interplay between age and gender as we examine the social, economic and policy issues surrounding the needs of older women and men.

Prerequisites: Take SO 101 or SO 101H.

Offered: Every other year, Spring

WGS 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 PS 133 WGS 101 WGS 101H WS 101 or WS 101H

Offered: Every year, Fall and Spring

UC: Social Sciences, University Curriculum Ele, Intercultural Understand

WGS 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 WGS.

Offered: Every year, Fall

WGS 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 SO 101H or WGS 101 or WSS 101H.

Offered: Every other year, Spring

UC: Social Sciences

WGS 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 WGS 101 or WGS 101H.

Offered: Every year, Fall

UC: Social Sciences

WGS 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 WGS 101 or WGS 101H.

Offered: Every year, Fall

UC: Humanities, Intercultural Understand

WGS 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 WGS 101 or WGS 101H.

Offered: Every other year, Spring

WGS 252. The Science of Human Diversity (AN 252).**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

WGS 253. Sexual Violence (CJ 253).**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 SO 101H CJ 101 WGS 101 or WGS 101H.

Offered: Every year, Spring

WGS 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 SO 101H or WGS 101 or WGS 101H.

Offered: Every year, All

UC: Social Sciences, Intercultural Understand

WGS 262. Psychology of Women and Gender (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 WGS 101 WGS 101H WS 101 or WS 101H;

Offered: Every year, Fall

UC: Social Sciences, Intercultural Understand

WGS 284. LGBTQ 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, lesbian, bisexual, transgender, or queer (LGBTQ).

Psychological research on identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as LGBTQ, are discussed. The course explores historical events that led to the development of LGBTQ communities and the benefits of being involved in these communities, including the positive impact of allies. Finally, the course explores the positive and negative effects of the LGBTQ community becoming more mainstream.

Prerequisites: Take WGS 101 WGS 101H or PS 101.

Offered: As needed

WGS 285. Protest and Change (SO 285). 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

UC: Social Sciences, Intercultural Understand

WGS 301. Women's and Gender Studies Capstone. 3 Credits.

This course is required for all Women's and Gender Studies minors to take in their junior or senior year.

Prerequisites: Take WGS 101 or WGS 101H. For WGS minors only.

Offered: Every other year, Spring

WGS 302. Sexualities (SO 302). 3 Credits.

This course explores the social construction and social control of sexualities with a particular focus on the intersection of sexualities, gender, race, and class. We will examine the socially constructed meanings of sexual practices and sexual identities. Specifically, we will begin by looking at the ways in which sexuality is historically and socially positioned, and we will discuss how sexuality is regulated (formally and informally). We will also examine cultural expectations, understandings, and expressions of sexualities.

Prerequisites: Take SO 101 SO 101H WGS 101 or WGS 101H;

Offered: Every other year

WGS 303. Popular Culture and the Media (SO 303). 3 Credits.

The course explores popular culture with the purpose of learning about current American life in the context of change. It focuses on the relationship between popular culture, the media, and the broader social, economic and political environment. Popular media, leisure pursuits, news, sports, entertainment, and material consumption are considered. Attention is paid to the accumulated research from a wide variety of sources and visions.

Prerequisites: Take SO 101 SO 101H WGS 101 or WGS 101H.

Offered: Every year, January and Summer

WGS 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 SO 101 SO 101H WGS 101 or WGS 101H.

Offered: Every year

WGS 306. Masculinities (SO 306). 3 Credits.

In this course, students examine the organization, maintenance and understandings of popular and historical conceptions of masculinities within the United States. The class explores the norms, values and beliefs that circulate within the realm of masculinities. Additional topics include media, boyhood, work, health, relationships, sexualities, bodies, families and violence. Students develop an understanding of the ways in which gender is a relational concept that takes on meaning through personal relationships and societal constructs.

Prerequisites: Take SO 101 SO 101H WGS101 or WGS 101H.

Offered: Every other year

UC: Breadth Elective, University Curriculum Ele

WGS 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 WGS 101 or WGS 101H.

Offered: Every year, All

WGS 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 WGS 101 or WGS 101H.

Offered: Every year, All

WGS 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 WGS 101 or WGS 101H; or COM 120 and COM 140.

Offered: Every year, Spring

WGS 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 WGS 101 or WGS 101H.

Offered: As needed

WGS 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 WGS 101 or WGS 101H.

Offered: Every other year, Spring

WGS 328. Gender in the Non-Western World (HS 328). 3 Credits.

This course provides an in-depth examination of critical issues in gender across several parts of the non-western world. We will examine case studies, trends, and developments in the gender histories of Asia, the Middle East, and Oceania. In so doing, the course asks students to consider how gender intersects with politics, science, religion, and economy in these diverse locations. The course begins in the late medieval with the royal women of the Mongol Empire in Eastern and Central Asia. We retain our focus on the Turko-Mongol empires as we move into the early modern, and consider Ottoman women in the Middle East, Mughal women in India. As we move into the modern period, we will reflect on the way gender was changed and impacted during the imperial period in India, Egypt and Palestine. Finally, the course will unpack the complicated relationship between gender and nationalism in formerly colonized societies.

Prerequisites: Take one 200-level history course; or WGS 101 or WGS 101H.

Offered: Every Third Year, All

WGS 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 WGS 101 or WGS 101.

Offered: Every other year, Spring

WGS 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.

Offered: Every other year, Spring

WGS 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 WGS 101 or WGS 101H.

Offered: Every other year, Fall

WGS 359. Women's and Gender Studies Elective. 3 Credits.**WGS 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 WGS 101 or WGS 101H.

Offered: Every other year, Spring

WGS 392. Internship in the Community. 3 Credits.

For Women's and Gender Studies minors 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. Coursework and seminar content include written and oral reflection focusing on the student's experience and their relationship to the minor. Professional issues, along with academic concepts and theory, are explored in relation to the agency and the community it serves. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisites: Take WGS 101 or WGS 101H.

Offered: Every year, Fall and Spring

WGS 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

WGS 399. 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 635. Advanced Topics in Financial Accounting and Reporting. 3 Credits.

This course provides an in-depth study of advanced topics in financial accounting and reporting. The topics covered include the accounting for multinational entities, segment and interim reporting, SEC reporting, and the accounting for partnerships and corporations in financial difficulty. 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 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

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 coursework.

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 starting 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 intonation, 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 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 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 500. Special Topics in Molecular and Cell Biology.**3 Credits.****BIO 501. Special Topics: Advanced Protein Methods.****4 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.****1 Credit.**

This 1-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.****1 Credit.**

This 1-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 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 cell from a molecular perspective. Cell composition, structure and organization are investigated in order to understand how cells grow, divide and respond to different intracellular and extracellular signals.

Offered: Every year, Fall**BIO 571. Molecular Genetics.****4 Credits.**

This study of the prokaryotic and eukaryotic genetic material including 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 589. Molecular and Cell Neurobiology.****3 Credits.**

This course provides students with a detailed foundation of the basic principles of cellular and molecular neurobiology. Through lectures and interactive simulations, students become fluent in modern experimental approaches to explore and understand the properties of electrical signaling and cell-cell communication. Students apply their knowledge in independent projects investigating the physical basis of a disease of neurophysiological origin.

Offered: As needed**BIO 605. DNA Methods Laboratory.****4 Credits.**

This project lab course enables students to develop hands-on experience with the basic techniques in cell and molecular biology including DNA purification, cloning, and gene expression analysis.

Prerequisites: Take BIO 571.**Offered:** Every year, Spring**BIO 606. Protein Methods Laboratory.****4 Credits.**

This project-based lab course enables students to develop hands-on experience with basic techniques in cell biology and protein biochemistry including protein purification, chromatographic and electrophoretic techniques, and immunoanalysis.

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 thesis option within the 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 649.**Offered:** Every year, All**BIO 651. Thesis II in Molecular and Cell Biology.****4 Credits.**

Thesis II is a requirement for the 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 a minimum of four of the five following courses:

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, All

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: Every year, Fall

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: As needed

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: As needed

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, Spring

BMS 520. Neuroparmacology. 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: As needed

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 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 other 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, Summer

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 532. Histology and Lab. 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

BMS 532L. Histology Lab. 0 Credits.

Lab to accompany BMS 532. (3 lab hrs.)

Offered: Every year, Fall and Summer

BMS 535. Histochemistry and Lab. 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 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 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: As needed**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: As needed**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: As needed**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: As needed**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, Summer**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: As needed**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: As needed**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 577. Critical Analysis and Reasoning In the Biomedical Sciences.****2 Credits.**

This course helps develop skills necessary for critical analysis and reasoning. This course covers inconsistencies, biases, and fallacies in reasoning and analysis vital for research/science/healthcare careers as well as MCAT and other exam preparation. Students will: examine how they think while reading and discussing clinical & research literature, learn to analyze readings and data by examining and practicing logical reasoning, and build evaluations and analyzing readings to ask and answer questions and build testable hypotheses.

Prerequisites: Take BIO 151 or BIO 102 and instructor approval.**Offered:** Every year, Spring**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: 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: As needed**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 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 has 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 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: As needed**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 681. 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 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

BAN 621. 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

BAN 622. 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 BAN 621.

Offered: Every year, Spring

BAN 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.

Offered: Every year, Fall

BAN 629. 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.

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.

Prerequisites: Can only take 1 from list: BAN 650 or PMBA 626.

Offered: Every year, Fall and Spring

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: As needed

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: As needed

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 BAN 621.

Offered: As needed

BAN 665. Big Data and Hadoop.**3 Credits.**

The concept, principles, issues and techniques for managing Big Data information management resources are covered. The course explores how Big Data fits into an organization's information management strategy. Focus is on the Hadoop platform, emphasizing how it is used to design and maintain Big Data to support analytics.

Offered: Every year, Summer

BAN 667. 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

BAN 668. Python Programming for Data Analysis.**3 Credits.**

After briefly covering the basics of Python programming, the course will show how students can use Python for simple text analysis. The course will then delve deeper and cover topics such as acquiring and cleaning data, and analyze the data using various statistical analysis modules that are available for Python. Students will work on independent short Python programming projects, as well as data analysis projects using Python.

Offered: Every year, Fall

BAN 669. 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: As needed

BAN 675. Special Topics.**3 Credits.**

Offered: As needed

BAN 688. Business Analytics Independent Study.**3 Credits.**

Offered: Every year, All

BAN 689. Business Analytics Independent Study.**1-6 Credits.**

Offered: Every year, All

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 621, BAN 650, BAN 668.

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: As needed

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: As needed

Cybersecurity (CYB)

CYB 501. Foundations of Cyber Security.**1 Credit.**

This course introduces students to fundamental security principles and security defense. Students learn the concepts of information security risks, vulnerabilities, assets and threats.

Offered: Every year, Fall and Spring

CYB 502. Introduction to Cyber Threats.**1 Credit.**

This course introduces students to the analysis of cyber threats. Students learn to identify bad actors in cyberspace and assess their resources, capabilities, techniques and motivations. Students learn to describe different types of cyber attacks and their characteristics.

Corequisites: Take CYB 501.

Offered: Every year, Fall and Spring

CYB 503. Introduction to Cyber Defense.**1 Credit.**

Students learn about cyber defense tools and techniques. This course covers how to apply cyber defense tools and techniques to prepare a system to repel attacks.

Corequisites: Take CYB 502.

Offered: Every year, Fall and Spring

CYB 506. Introduction to Programming for Security Professionals.**1 Credit.**

This course introduces students to basic scripting and programming concepts needed for security defense. Course topics include writing scripts for Windows and Linux; understanding basic programming security concepts; basic programming constructs, such as variables, types, loops, functions and data structures.

Offered: Every year, Summer

CYB 509. Operating Systems Security.**1 Credit.**

This course introduces students to operating systems and the software to support these systems. Topics include operating system security configuration, control objectives, control maintenance and forensics. The course includes hands-on implementation of security controls, including access management, file and process security configuration, and security monitoring.

Offered: Every year, Spring

CYB 517. Introduction to Cryptography.**1 Credit.**

This course introduces students to cryptography algorithms, protocols and applications. Topics include history; applications, such as SSL and SSH; and protocols, such as hash functions, symmetric and asymmetric cryptography, and attack-vectors for systems.

Offered: Every year, Spring

CYB 524. Relational Database Security.**1 Credit.**

This course introduces students to different relational database management systems (DMS) and DMS security concerns and methods. Topics covered include hashing and encryption, database access controls, unauthorized access, data corruption and injection.

Offered: Every year, Spring

CYB 526. Non-Relational Database Security.**1 Credit.**

This course introduces students to the theory, application and security of nonrelational database systems. It focuses on data management, query and security aspects of nonrelational databases. Topics include a comparison between relational and nonrelational database models, NoSQL storage types for different databases such as MongoDB, Hadoop, Amazon DynamoDB, document-based databases and graph databases.

Corequisites: Take CYB 524;

Offered: Every year, Spring

CYB 540. Introduction to Secure Networking.**1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, developing and defending computer networks. Topics include network models, media, architectures, devices, protocols, services, applications and use of network security tools.

Offered: Every year, Spring

CYB 550. Cyber Policy.**3 Credits.**

There are three parts to this course. The first part covers the applicable federal and state laws and policies related to cyber defense, pertaining to the storage and transmission of data. In the second part, students analyze and develop enterprise security policies. Finally, students learn how to implement machine security policies.

Corequisites: Take CYB 503.

Offered: Every year, Fall and Summer

CYB 610. Hands-on HIPAA Compliance Risk Management.**1 Credit.**

This course introduces students to the HIPAA Privacy, Security and Breach Notification Regulations. The focus is on regulations and compliance. Students will be able to assess the HIPAA privacy, security and breach notification compliance of their own organizations or a model healthcare organization described within the course. Students will get hands-on experience using cloud-based security and privacy assessment tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.

Offered: Every year, Summer

CYB 611. Hands-On HIPAA Security Risk Analysis and Risk Management.**1 Credit.**

This course will teach the theory and practice of Enterprise Cybersecurity Risk Management. The focus will be on risks associated with healthcare organizations. These risks go beyond compliance risks and include risks related to safeguarding the exploding quantities of healthcare data, systems, and devices. Students will learn best practices for risk analysis, what the Office for Civil Rights demands in a risk analysis and will conduct a risk analysis of a model healthcare organization created for the course. Students will get hands-on experience using cloud-based risk analysis tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.

Offered: Every year, Summer

CYB 612. Enterprise Cybersecurity Risk Management in Healthcare.**1 Credit.**

This course will cover what it takes to establish, implement, and mature an Enterprise Cybersecurity Risk Management (ECRM) program. ECRM is a part of enterprise risk management and supports the business needs and mission of the organization. We will cover case studies of healthcare organizations and how they did or did not secure their health information. Lessons learned from actual breach events will be discussed along with lessons learned from organizations with effective ECRM programs. Students will learn how to organize for effective security defense including: governance, people, process, technology, and engagement. Students will get hands-on experience using cloud-based risk management tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.

Offered: Every year, Summer

CYB 660. Programming for Security Analytics.**1 Credit.**

This course introduces students to basic command-line methods used in machine data analytics. Student learn how to collect machine logs, search log data, and identify anomalies in logs.

Corequisites: Take CYB 506.

Offered: Every year, Summer

CYB 661. Programming for Security Automation.**1 Credit.**

This course focuses on programming methods that are applicable to security automation. Students gain experience in automation using Python and Cloud native CLI to facilitate such tasks as automated code scanning; automated application scanning in testing and staging; automated network, server, container configuration checks; and continuous monitoring of development pipeline components and job scheduling.

Corequisites: Take CYB 660.

Offered: Every year, Summer

CYB 662. Secure Web Applications Design.**1 Credit.**

This course covers the design and architecture of secure web applications, such as: traditional three-tier architectures, SOA, microservices, FaaS; application protocols; authentication and session management; client and server-side controls; input-based vulnerabilities and web application attack trends.

Corequisites: Take CYB 661.

Offered: Every year, Summer

CYB 663. Secure Web Applications Engineering.**1 Credit.**

In this course, students learn processes and practices needed to secure applications within the Software Development Life Cycle (SDLC). The course covers traditional SDLC processes and methods to secure modern Cloud native development processes and using concepts of DevSecOps.

Corequisites: Take CYB 662.

Offered: Every year, Summer

CYB 664. Web Applications Security Testing.**1 Credit.**

This course introduces students to web application security testing. Topics include application security metrics, selecting the right testing tool and integrating the results into the development life cycle. Students gain hands-on experience using these tools in practical settings.

Corequisites: Take CYB 663.

Offered: Every year, Summer

CYB 665. Workforce Access Security. 1 Credit.

This course focuses on authentication and user access technologies and practices within the enterprise. Topics include Active Directory services and architecture, and enterprise network access protocols.

Offered: Every year, Fall

CYB 667. B2C Access Security. 1 Credit.

This course focuses on authentication and user access technologies and practices within B2C access. Topics include standards-based B2C authentication and access management protocols.

Corequisites: Take CYB 665.

Offered: Every year, Fall

CYB 669. B2B Access Security. 1 Credit.

This course covers access concepts based on B2B communication APIs, such as standard-based protocols and B2B on-boarding, for mobile, social and IoT applications.

Corequisites: Take CYB 667.

Offered: Every year, Fall

CYB 670. IoT Security. 1 Credit.

This course covers security as it pertains to embedded devices, embodied by the growth of the Internet of Things (IoT). Students learn about the specific security issues related to embedded devices, including Linux malware, DDoS attacks, botnets, cryptography and personal privacy.

Corequisites: Take CYB 526.

Offered: Every year, Spring

CYB 680. Introduction to Cloud Security. 1 Credit.

In this course, students learn fundamentals of Cloud computing and Cloud security. This course covers topics such as shared responsibility models for IaaS, PaaS, SaaS and FaaS, and Cloud Security Alliance CCM. Students get hands-on experience creating secure systems within a commercial Cloud vendor environment.

Offered: Every year, Fall

CYB 681. Securing Workloads in AWS. 1 Credit.

This course covers concepts and practices for securing AWS workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.

Corequisites: Take CYB 680.

Offered: Every year, Fall

CYB 682. Securing Workloads in Azure. 1 Credit.

This course covers concepts and practices for securing Azure workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.

Corequisites: Take CYB 680.

Offered: Every year, Fall

CYB 683. Resilient System Design and Development. 1 Credit.

This course introduces students to the concepts of secure system design and cyber resilience. The content of this course includes best security processes recommended in NIST 800-160 and techniques and technologies needed for secure system design and development.

Prerequisites: Take CYB 680.

Offered: Every year, Spring

CYB 684. Resilient System Testing. 1 Credit.

This course introduces students to state-of-the-art concepts and methods to evaluate cyber resiliency. Topics include breach and attack simulation, configuration assessment and compliance. Hands-on experience with systems testing tools is part of this course.

Corequisites: Take CYB 683.

Offered: Every year, Spring

CYB 685. Operating Resilient Systems. 1 Credit.

This course includes hands-on experience with tools for security activities such as intrusion detection and cloud security monitoring. Other topics this course covers include Site Reliability Engineering (SRE), maintaining situational awareness and dynamic threat.

Corequisites: Take CYB 684.

Offered: Every year, Spring

CYB 691. MS Cybersecurity Capstone. 3 Credits.

This capstone course is designed to enable students to directly utilize what has been learned in the tools and applications courses in order to analyze and offer solutions for a major cybersecurity challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.

Prerequisites: Permission of the Program Director.

Offered: Every year, Spring and Summer

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 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: As needed

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: As needed

Educational Leadership (EDL)

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 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 601. Leading and Managing the Contemporary School. 6 Credits.

Introduction to leadership, management theories and concepts and how school leaders apply them to address problems and issues facing schools today. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues such as social justice, diversity, student wellness and equity and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of successful school leadership and district policies, practices and resources related to closing one or more identified opportunity gaps.

Offered: Every year

EDL 603. Leading and Managing the Instructional Program for Equitable Outcomes. 6 Credits.

Explored through the lens of equitable outcomes, this course is an examination of contemporary, standards-based curriculum designs, teaching/learning/assessment models and the leadership processes directed toward developing, implementing and supervising instructional programs to improve student learning. The course includes a field-based experience involving a curriculum audit, a formal classroom supervision, an analysis of state generated assessment data and accountability reports, and an overview of the school's technology program. It culminates in recommendations for program improvement that are attentive to differential outcomes for historically undeserved students.

Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.

The course provides an analysis of the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis of the course is on the application of these theories and concepts to the practice of improving the work of the school and the achievement of all students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. The course includes a field-based project where students collect and analyze the data for improvement efforts of a school that has successfully increased achievement over time.

Offered: Every year

EDL 607. Administrative Internship in Educational Leadership. 3 Credits.

This course is a field-based administrative experience requiring the intern to assume a leadership role and authentically apply of the Connecticut Standards for Educational Leaders. The intern applies a systems perspective theory of action to strategic and equity planning. The intern builds a cultural competency with an emphasis on promoting equitable learning experiences in student-centered environments. The internship is planned, guided and evaluated by the student, the university supervisor 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.

Prerequisites: Take EDL 601, EDL 603, EDL 605.

Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.

This course provides an introduction to the concepts and approaches in educational program planning and evaluation with an emphasis on the responsibilities of school leaders to use program evaluation 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 provides a practical analysis of constitutional law, federal and state statutes, regulations, case studies and executive agency opinions related to the rights of students and school employees. Emphasis is on the basic principles of school law and the responsibilities of teachers and administrators. Case studies focus on legal claims brought to before U.S. 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 budget development resource allocation processes derived from the planning guidelines associated with 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 and practical exercises 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 615. Conflict Resolution and Transformational Leadership. 3 Credits.

This course introduces theories and applied strategies of conflict resolution through the lens of becoming a transformational leader. The course will focus on the multiple constituencies served by the contemporary educational leader: families, colleagues, students, staff, boards of education, and broader communities, and how conflict resolution applies in such varying contexts. Focus on modes of communication, both written and oral, enhancing listening skills and providing opportunities for transformation through building supportive communities will be highlighted.

Prerequisites: Take EDL 601.

Offered: Every year, Summer

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 Secondary 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 Secondary History/Social Studies.**3 Credits.**

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies on the secondary level. 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 Secondary 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 Secondary World Language.**3 Credits.**

This course examines the current philosophies, objectives and methods of teaching a world language on the secondary level. 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 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 students to some of the primary genres of educational research, including quantitative research, qualitative research and action-based teacher research. Special emphasis is placed on helping students become familiar with the notion of "problems of practice," and on how teachers can research these problems, analyze the evidence and design interventions to improve their teaching.

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.

Prerequisites: Take ED 575.

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 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.**

In this course, teacher candidates collaborate with an intern adviser about a problem of practice. They identify, define and begin to investigate the problem.

Prerequisites: Take ED 550.

Offered: Every year, Fall

ED 694. Research II.**2 Credits.**

In this course, teacher candidates create an intervention plan based on research that was done in ED 693 and conversations with an intern adviser. They then implement the intervention plan, reflect on the results of the plan and share their results in the school setting.

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 544. Adolescent Literature - Graduate Writing Project.**1 Credit.**

This course must be completed in conjunction with EN 554, Literature for Youth and Adolescence. The project is designed as an in-depth study across three selected, multi-genre adolescent literature texts in order to research the historical and cultural contexts of the works, providing critical analyses and interpretations within and across genres. The project requires written work of 12-15 pages that demonstrates students' ability to apply literary, cultural, historical and theoretical understandings to literature in ways that exhibit deep interpretive skills, while also reflecting on the process of promoting those same skills in adolescent readers as promoted by the Common Core State Standards.

Corequisites: Take EN 554.

Offered: As needed

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

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: As needed

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: As needed

ENT 625. Entrepreneurship. 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 688. Entrepreneurship Independent Study. 3 Credits.

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 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 FIN 610.

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.

This applications-oriented course 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: As needed

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: As needed

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: As needed

HM 644. Health Care 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 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 health care 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 health care business transactions, compliance mandates in the Affordable Care Act, and the law governing health care research.

Prerequisites: Take HM 668.

Offered: Every year, Fall

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.

Corequisites: Take HM 664 - Must be taken either prior to or at the same time as this course.

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 is an overview of the federal legislative process and its impact on the healthcare delivery system. Federal healthcare policy influences the cost, access, and quality of the healthcare system. This course is an interdisciplinary immersion course where students will meet and interact with federal healthcare policy stakeholders and influencers. Government agencies, media, advocacy organizations are covered as to their impact on healthcare policy. Students will identify a significant healthcare issue and develop a legislative proposal that offers a solution. Excellent proposals will be presented to our Senators.

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 offer suggestions and provide assistance. Minimum of 250 clock hours per semester.

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 provides an opportunity to engage in active learning, implementing a program with a local community partner working with children/youth, adults or older adults. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Community experience is supervised by faculty with expertise in analysis of community-based practice. Classroom/community engagement schedules will be determined. Course may be taken more than once.

Offered: Every year, All

HSC 506. Interprofessional Community-Based Service Learning Seminar: International (HSC 206). 1 Credit.

Students observe and apply various health/wellness concepts in an international community-based setting. Students are required to spend a minimum of 15 hours at an international site to engage in active learning by implementing a program with an international community partner. Course is taught by faculty with expertise in the analysis of community-based practice. Classroom/community engagement schedules will be determined. This course may be taken more than once. Application process for international experiences required.

Offered: Every year, All

HSC 507. Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207). 1-2 Credits.

This course involves active learning implementing a program with a local community partner working with at-risk population. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Faculty with expertise in the analysis of community-based practice lead discussions and community engagement related to population health in the local community. This course may be taken more than once. Offerings include MTW section during Thanksgiving week.

Offered: Every year, All

HSC 599. Health Science Independent Study. 1-5 Credits.

Offered: As needed

History (HS)

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

Instructional Design (IDN)

IDN 525. Foundations of Instructional Design. 3 Credits.

This course introduces some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. Students investigate each phase of the instructional design process, along with appropriate elaboration on the concepts involved. To help you connect in-class learning and real-world applications, this course requires you to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment to identify an instructional need, and design an instructional solution.

Offered: Every year, Fall and Spring

IDN 526. Cognitive Science and Educational Design. 3 Credits.

This course examines theoretical perspectives and empirical evidence on learning, instruction and the use of digital resources for education. 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 reading, interpreting and applying theory and research to design. The final project for the course is a design proposal and prototype for an instructional media resource.

Offered: Every year, Fall

IDN 527. Society, Culture and Learning. 3 Credits.

This course examines theories, approaches, and environments that address social and cultural contexts for learning. Students investigate a range of resources that reflect the importance of society and culture in their design, analyzing the influences that shape them. Readings include both theoretical material and research studies, with an emphasis on practical applications of theory. The final project for the course is a design proposal and prototype for an instructional media resource that specifically addresses social and cultural considerations.

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. Using a design thinking approach, students simultaneously explore the principles of remote collaborative work and apply what they learn to their own engagement in small teams. Throughout the semester, these teams engage in brainstorming, storyboarding and the creation of a web-based 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 and video. 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.

What factors contribute to an effective web design that can engage users and support their learning? 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 various web design tools. Topics include principles of HTML, CSS, UX, and approaches to mobile design.

Offered: Every year, 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, 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 apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. This course provides excellent foundational training in Learning Management Systems.

Offered: Every year, Fall and Summer

IDN 533. Producing Educational Video and Digital Training. 3 Credits.

This course examines the use of video in education, including theoretical approaches to visual learning as well as practical considerations about planning, writing, producing and integrating video resources. Students investigate artistic and technical practices used in combining audio, still images and moving pictures into coherent messages. Additional topics include directing, cinematography, audio, lighting, editing and effective distribution. Depending on levels of technical preparation, students use a range of applications to plan and produce short video segments.

Offered: Every year, Fall

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: As needed

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 virtual and augmented reality, handheld devices and interactive media.

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: As needed

IDN 537. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches.

Offered: Every year, Fall and Spring

IDN 550. Capstone Experience. 3 Credits.

The capstone is the culmination of students' work in the instructional design program. It prepares students to enter the workforce as instructional designers. In this final course, students design and develop a unique project which reflects the skills and knowledge gained throughout the program. The project serves to demonstrate fluency with the elements of an instructional design analysis, technical competency, and the ability to use theory to inform design.

Offered: As needed

Interactive Media (ICM)

ICM 500. Special Topics in Interactive Media. 3 Credits.

The subject matter for this course varies depending on industry and professional trends.

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 sets 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 and Summer

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 and Summer

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 and Summer

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, All

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, All

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, Fall and 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 learn the best ways to design and implement a content strategy to engage a targeted audience. They are immersed in the planning for the creation and distribution of engaging stories and information. Students become content strategy practitioners who know how to use words, pictures, video, and social and mobile media to build an audience and communicate value.

Offered: Every year, Fall and Spring

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 and Spring

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 and Summer

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 and Spring

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, Fall and Spring

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 and Summer

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, Spring and Summer

ICM 529. Data Visualization.**3 Credits.**

This is a course in finding and telling visual stories from data. Students explore fundamental principles of data analysis and visual techniques, examine chart types and when to use them, and learn how to acquire, process and filter data. Through an understanding of data visualization best practices and audience analysis, students are able to identify and articulate what makes a successful information design. Industry-standard software tools are used to create static and interactive graphics—including charts, maps and diagrams—that make information more accessible to the intended audiences.

Offered: As needed, Fall and Summer Online

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 540. Interactive Communications Abroad.**3 Credits.**

This multi-section 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 particular country or cross-cultural context. The topics can range from international visual arts through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. An interactive communications graduate-level final project is required.

Offered: As needed

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.

Students gain an understanding and appreciation of the additional risks and opportunities that occur once a firm goes international. They develop a 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.

Offered: As needed

IB 688. Independent Study-International Business. 3 Credits.

Permission of the MBA director and School of Business Associate Dean is required.

Offered: As needed

IB 689. Independent Study-International Business. 3 Credits.

Permission of the MBA director and School of Business Associate Dean is required.

Offered: As needed

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 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 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: As needed

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 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 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 552. Media Law and 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, Spring**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, Spring**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 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: As needed**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: Every year, Fall**JRN 588. Business Reporting.****3 Credits.**

Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.

Offered: Every other year, Spring**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 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 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.

This program is designed to allow students to repeat an externship course, or take a second externship course, or take a second externship course that has a classroom component similar to that for the first externship, without repeating the seminar portion of the program. Students must have completed a previous externship program. (1 to 6 credits: all credits pass/fail)

LAWS 205. Business Organizations. 4 Credits.

This course examines the main forms of business organization (corporation, partnership, limited partnership, and 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. Autonomous Vehicles: Law Tech, & Policy. 1 Credit.

This one-credit symposium course will survey the many aspects and implications of autonomous vehicles (AVs), including engineering and computer science (what are the possible engineering-based faults that can arise in AVs? What is the state of the art of the machine vision systems in AVs and what problems remain to be addressed?); economics (what are the business models and prospects for developing AVs for the consumer market?); and law and regulation (how do federal, state, and municipal regulations and policies regarding AVs intersect and conflict? How do standard tort liability principles apply to AVs and are new rules needed? What are the contractual, law enforcement, and other legal aspects of AVs?); as well as insurance, urban planning, environmental, cultural, and philosophical dimensions of AVs. Sessions are projected to be led by faculty from engineering and computer science, sociology, and other fields; law faculty; and other lawyers and experts, including experts from the City of New Haven Office of Corporation Counsel and Department of Transportation, Traffic, and Parking who have been involved with AVs.

Prerequisites: Take LAWS 104, LAWS 102.

LAWS 251. Symposium. 2 Credits.

Lady Justice, as depicted within the American legal system, is blind: blind to wealth, privilege, and status. But, is the law - our system of justice - truly blind? Do we and should we live in a color-blind society? Is race-neutrality and, by analogy, gender-neutrality or other status-neutrality achievable in the American legal system? Are legislators, juries, and judges race-neutral in crafting, applying, and interpreting the law? And, importantly, why do these questions matter for American lawyers? Beginning with my personal belief that we all learn lessons for future professional success by examining and following the models of past practitioners, in this course we will examine the effect of race on the development and practice of law. Required readings will be drawn from books, book chapters, journal articles, blogs, and websites. Assignments may include presentations, a written paper, research proposals, and/or book or journal article reviews that require the students to reflect on both the assigned readings and lectures and their lived experience.

LAWS 253. Animal Law. 2 Credits.

This course canvasses much of the existing legal regulation of animals, including: 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 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 work done by law clerks, and 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. Experiential course.

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 291. Advanced Writing and 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.

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.****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. 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.

LAWS 295. Tax Clinic.**2-6 Credits.**

Students represent individuals in tax controversies before the I.R.S. at the audit, appeals, and collection level, as well as before the U.S. Tax and District Courts. Students may assist the director on development and implementation of outreach programs designed to advise low-income and ESL individuals about their rights and responsibilities as taxpayers. Automatic short paper credit; two class meetings per week. (Pre-requisite: Federal Income Tax) (4 to 6 credits, consisting of a mandatory 2-credit seminar and 2-4 credits of casework; a 1-credit option for casework is rare, available only with prior professor approval and for good cause)

Prerequisites: Take LAWS 305.**LAWS 296. Judicial Externship.****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 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. Prerequisites or corequisites: Criminal Procedure and Evidence. 6-credit, year-long program beginning each fall: 4 credits in first semester; 2 credits in second semester.

Corequisites: Take LAWS 311.

LAWS 300. Appellate Clinic II - 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. Prerequisites or corequisites: Criminal Procedure and Evidence. 6-credit, year-long program beginning each fall: 4 credits in first semester; 2 credits in second semester.

Prerequisites: Take LAWS 299.

LAWS 301. Clinic Seminar.**2-4 Credits.****LAWS 302. Appellate Clinic I-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).

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 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 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. Advanced 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.

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.

Prerequisites: Take LAWS 305.

LAWS 315. Trial Practice Exp.**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 pretrial 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 pretrial preparations; motion practice; and trial tactics. Students draft motions and memoranda and appear in simulated proceedings. Audiovisual equipment may be used. Experiential course.

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. Advanced Mock Trial.****2 Credits.**

Students selected to compete in interscholastic Mock Trial may enroll in Mock Trial once and Advanced Mock Trial once. However, students may take a maximum of three out of four of the following courses: Trial Practice, Advanced Trial Practice, Mock Trial, and Advanced Mock Trial. (2 credits)

LAWS 318. Mock Trial.**1-2 Credits.**

Students selected to compete in interscholastic Mock Trial may enroll in Mock Trial once and Advanced Mock Trial once. However, students may take a maximum of three out of four of the following courses: Trial Practice, Advanced Trial Practice, Mock Trial, and Advanced Mock Trial. (2 credits)

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 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 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 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 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 335. Patent 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 Exp.** 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. Experiential course.
- LAWS 339. Conflict of Laws.** 2 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. Corporate Compliance in 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. 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 Exp.** 3 Credits.
This course involves a critical examination of governmental and private attempts to control land use. Investigations 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. Experiential course.
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, or 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 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 349. Antitrust.** 3-4 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.(3 or 4 credits)
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 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 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 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: Take 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 comparative 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.**

This course will provide an intensive look at the major federal regulatory schemes controlling health care in America. Beginning with an introduction to the Medicare program and its enormously complex billing compliance requirements, the course next considers the federal prosecutor's main tool, the False Claims Act. The Anti-Kickback statute, which requires evidence of wrongful intent to induce referrals, and the Stark Act and regulations prohibiting physician self-referrals are studied next. Next we turn to section 501(c)(3) of the Internal Revenue Code, which places constraints on the activities of tax exempt hospitals. The course also examines the Emergency Medical Treatment and Active Labor Act (the anti-dumping statute) and HIPAA, which imposes privacy and security requirements on patients' protected health information. (2 credits)

LAWS 365. Comp. National Security Law. 2 Credits.

This course introduces the student to a variety of legal issues relating to national security and counterterrorism in the United States, Ireland, and the United Kingdom. Topics may include the constitutional allocation of war-making powers, judicial review of national security issues, international and regional security organizations, control and oversight of intelligence gathering and covert operations, investigating and prosecuting terrorism, the use of the military in domestic counterterrorism, the rights of suspects and defendants in times of emergency, and restraints on accessing and disclosing information. Case studies will compare the British and Irish responses to the IRA bombings with the United States response to al Qaeda since September 11, 2001. (offered only as part of summer program at Trinity College, Dublin).

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 complements 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 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 prerequisite or corequisite.

Corequisites: Take LAWS 305.

Offered: Every year, All

LAWS 371. Divorce and the Divorcing Family. 1-3 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. (1, 2, or 3 credits)

Prerequisites: Take LAWS 370.

LAWS 372. Representation in Mediation Exp. 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) Experiential course.

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. Experiential course.

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 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 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 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 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. Advanced 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. Advanced 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.****2-3 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. 2 - 3 credits(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 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 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 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.

Prerequisite or corequisite: Criminal Procedure and Evidence**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 develops various lawyering skills including oral advocacy, legal writing and drafting, and legal research. Taught by a veteran appellate litigator, the course also explores 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 Exp.**1 Credit.**

This course assists students in making the transition from law school to practice in a business setting. Using their knowledge of bankruptcy law, students 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 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. Experiential course. **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 course covers the relevant provisions of the Federal Food, Drug and Cosmetic Act, 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 are explored and analyzed. Students consider the development and marketing of "biosimilar" products pursuant to the Biologics Price Competition and Innovation Act of 2009. Other topics 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 412. Habeas Corpus.****2 Credits.**

This course examines 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 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 also explores the duties of the prosecution, involuntary confessions, racial discrimination and ineffective assistance of counsel. Students 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 414. Food Law.**2-3 Credits.**

This course examines the legal and policy issues associated with the Food and Drug Administration's regulation of foods and dietary supplements and tobacco products. The class reviews 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 also covers food safety issues, focusing on the Food Safety Modernization Act of 2011 and FDA's rules on restaurant menu and vending machine labeling. The course also includes 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 receive a comprehensive overview of the historical background and current state of FDA, and 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.**

Placements are in private law firms presenting clients in an array of business and/or commercial areas. (Pre- or co-requisites: IRC, Commercial Law, or Business Organization may be required.) (3 to 6 credits)

LAWS 416. Health Law Externship.**2-5 Credits.**

Placements are in a wide array of health-related entities where any sort of health law is the main area of practice, such as private law firms, in-house corporate offices, hospitals, non-profit agencies, or governmental agencies. (Pre- or co-requisites: IRC; some health law courses might be required) (3 to 6 credits)

LAWS 417. Intellectual Property Externship.**2-5 Credits.**

Students work with various forms of intellectual property law in settings such as private law firms or in house corporate offices. (Pre- or co-requisites: IRC; some IP courses may be required) (3 to 6 credits)

LAWS 418. Advanced Constitutional Law - Civil Rights.**2 Credits.**

This seminar will explore the laws, history, and politics of discrimination against the "Other" in America. It will examine civil rights in a broad context of twentieth-century social movements and challenges to discrimination, with particular emphasis on the African-American freedom movement and other political and social movements including feminists, LBGT, Chicano, new immigrants, disability, and contemporary movements.

LAWS 419. Adv.Con.Law-1st Amendment Religion Claus.**3 Credits.**

This course will examine the history and contemporary meaning of the First Amendment's Establishment Clause and Free Exercise Clause, along with related statutes such as the Religious Freedoms Restoration Act. The readings will consist of relevant historical materials and the principal United States Supreme Court decisions interpreting the Religion Clauses. Topics include the meaning of "religion," competing theories of religious liberty, government aid to religion, religion in the public schools, and regulation of religious speech.

Prerequisites: Take LAWS 110.

LAWS 423. State Constitutional Law.**2-3 Credits.**

Connecticut is the Constitution State. The focus of this course is on the Connecticut Constitution. The course will address cases in which the Connecticut appellate courts have agreed or declined to expand individual rights under the Connecticut Constitution beyond the federally-guaranteed minimum. The subject area will include both civil issues, such as freedom of speech, the right to education, equal protection of the laws, and the right to bear arms, and criminal matters, such as search, seizure, and arrest, jury selection, and the death penalty. The course will examine both the substantive holdings of the cases as well as the method used (original intent, textualism, contemporary values) to interpret the Constitution.

Prerequisites: Take LAWS 110.**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 428. Negotiation.****1-3 Credits.**

In this course students study negotiation from theoretical and practical perspectives. The course uses lectures, discussions, film, and simulations to introduce students to the key features of negotiation. Each student engages in a series of role play exercises, with an opportunity for critique and debriefing with faculty and fellow students. Experiential course.

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 for students to have completed a course in international law.

Offered: Every year, All**LAWS 430. International Trade.****3 Credits.**

The course covers 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 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 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.**2-3 Credits.**

This course deals with selected problems in family law of current or continuing interest. Experiential course.

Prerequisites: Take LAWS 370.**Offered:** Every year, All**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.**2-3 Credits.**

This course will focus on advocacy skills and techniques necessary for the competent practice of Family Law. The major emphasis will be on pre-trial and trial practices in domestic relations cases. Topics will include special discovery practices and evidentiary issues such as the use of experts, both financial and psychological, and the testimony of child witnesses and those who testify about children. Other issues unique to family law practice, such as the representation of children in custody and divorce matters, will also be explored. Students will participate in mock exercises designed to simulate pre-trial and trial phases of matrimonial and custody cases. Note: This course will not cover the alternatives to trial, such as collaborative law and family mediation. (Prerequisites: Family Law, Federal Income Tax, and Advanced Family Law I) (2 or 3 credits). Experiential course.

Corequisites: LAWS 370.**LAWS 442. Sports & Entertainment Externship.****2-5 Credits.**

Placements in private law firms or in-house corporate offices where various forms of sports or entertainment law are the primary subject matter. (Pre- or co-requisites: IRC; Sports or Entertainment Law may be required) (3 to 6 credits)

LAWS 443. Tax Law Externship.**2-5 Credits.**

Students work in the area of tax law in law firms, governmental agencies, or in house corporate law departments. (Pre- or co-requisites: Federal Income Tax; other tax courses or a recommendation from the tax faculty may be required. IRC may be waived for most placements.) (3 to 6 credits)

- LAWS 444. Employment Law Externship.** 2-5 Credits.
Employment and labor law is practiced in private firms, corporate offices, nonprofit entities, and government agencies at the state and federal level. Depending on the type of placement, students work on behalf of employees or employers on a wide range of employment and labor topics, including discrimination claims, wage issues, unemployment matters, and labor contract negotiations and arbitrations. (Pre- or co-requisites: Employment Law and/or Labor Law are recommended) (3 to 6 credits)
- LAWS 446. Environmental Law Externship.** 2-5 Credits.
Students may engage in environmental and energy law in placements in government agencies, non-profit agencies, private law firms, or in-house corporate law departments where various aspects of environmental law are the primary subject matter. (Pre- or co-requisite: Environmental Law) (3 to 6 credits)
- LAWS 450. Nonprofit Organizations.** 2 Credits.
This course explores the historical development and principal theoretical rationals for the nonprofit sector. It examines the formation, classification, peration, and goverances of nonprofit organizations under both state and federal law. Particular emphasis is 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 nonprofit organizations.
Prerequisites: Take LAWS 305.
- 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 457. 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 health care 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 health care business transactions, compliance mandates in the Affordable Care Act, and the law governing health care research.
- 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 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 U.S. tax treatment of nonresident aliens and foreign corporations, the U.S. tax treatment of U.S. individuals and corporations engaged in international transactions, calculations of the foreign tax credit, and U.S. taxation of controlled foreign corporations.
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 4 academic credits and credit for the substantial paper component of the Advanced Writing Requirement.
Offered: Every year, All
- LAWS 504. Tax Policy- S, W.** 2-2 Credits.
The course will examine the advantages and disadvantages of various methods for raising revenue and the use of the current income tax system to promote certain types of activities and to reward or discourage behavior. The course will also focus on changes to the tax law since 1981 as illustrative of presidential and legislative choices and the interplay of policies and politics. Students will produce an independent research paper on topics of their choice. (Prerequisite: Federal Income Tax) 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: Either LAWS 205 LAWS 393
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 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 Exp.**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. Experiential course.

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 515. Alternative Dispute Resolution Exp..**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. Experiential course.

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 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.

Students act as "neutrals," mediating disputes with experienced mediators. Placements may be in court-based programs, community mediation programs, or with attorney-mediators. (Introduction to Mediation or the QU 40-hour mediation training is a pre- or co-requisite) (2 to 4 credits only)

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 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 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 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 544. Advanced Health Law, S, W.****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 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 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 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. Successful completion of this course automatically satisfies the substantial paper requirement.

Prerequisites: Take LAWS 110; Take LAWS 113.**Offered:** Every year, All**LAWS 553. Law Practice Management.****2 Credits.**

This course will provide students with the knowledge and skills to build and manage a law practice that serves clients well, is profitable, personally rewarding, and prepared for the 21st century, while emphasizing the ethical implications of sound law practice management. The course will focus on general management principles applied to the law office, client relations, fee agreements, docket control and conflicts of interest, malpractice insurance and risk management, timekeeping and billing, personnel management, the 21st century law office library, practice management technology and equipment. The format will include guest lecturers, and individual and group-based projects addressing the problems and issues that arise when managing a law practice. (2 credits)

Offered: Every year, All**LAWS 554. Corporate Compliance and Risk Management.****2-3 Credits.**

This course addresses the managerial and legal aspects of corporate compliance, risk management, and governance. The course will include the following topics: Governance (i.e., Shareholders, Board of Directors, Executives); Compliance (i.e., Internal Enforcement, External Enforcement by Regulators, Prosecutors, Whistleblowers, Plaintiffs' Attorneys); Information Security; and Risk Management. The course will also cover Foreign Corrupt Practices; Anti-Money Laundering; the Bank Secrecy Act; and Sexual Harassment. Throughout the course, the primary emphasis will be on prevention or minimization of noncompliance. (Pre- or Co-Requisite: Business Organizations)

Corequisites: Take LAWS 205.**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 572. Immigrat'n & Natural'n Law.****3 Credits.**

Immigration and Naturalization Law This survey course provides an overview of U.S. immigration law and policy, balancing coverage of substantive black letter law with exploration of interdisciplinary issues arising from these rules. Throughout the semester, students will examine issues arising from migration and immigration to the United States from a historical, economic, political, and constitutional and statutory perspective. The course also seeks to familiarize students with practical issues that lawyers encounter when representing clients and working on immigration issues more generally. In some semesters, in lieu of writing a final research paper, students may opt to engage in an experiential project. Classes will combine lecture and class discussion, as well as the occasional panel discussion.

Offered: Every year, All

LAWS 574. Pretrial Litigation in State Courts. 2-3 Credits.

This experiential course presents the phases of a civil litigation case from commencement (service of process) up to trial. A special emphasis will be on various forms and strategies for discovery, including depositions, as well as motion practice. Although the course will use the Connecticut Practice Book and state court procedures, the strategic lessons are valuable. Experiential course.

Offered: Every year, All

LAWS 579. Advanced Externship Seminar. 1 Credit.

This is a seminar for students taking a second or subsequent externship. The seminar will include the goal-setting, semester-planning, and reflection assignments already required of all externs, as well as required readings and class meetings for discussion of a current topic confronting the profession and practice of law. Participation may be in-person or video/electronic for students in remote semester-in-practice placements. This seminar is optional for students taking local externships and/or earning five or fewer credits in an externship. It is required for any student in a remote placement and/or who is earning more than five advanced externship field work credits in a particular semester. (1 graded 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. 2-3 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 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 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. 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 596. Franchise Law. 3 Credits.

This course will cover legal concepts that are fundamental to franchising, such as the application of trademark and trade secret principles to franchise relationships. Because franchising is a regulated form of business activity, students will study the most important regulatory laws: the basic federal disclosure law as well as state disclosure and relationship laws. Coverage will also include the application of contract and tort principles to franchise disputes. Depending on the instructor, principles from antitrust law, employment law, and the law governing mergers and acquisitions may also receive attention. (2 or 3 credits)

LAWS 598. Native American Law, S, W. 2 Credits.

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.

LAWS 599. Intro to Representing Clients. 2 Credits.

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. Experiential course.

Offered: Every year, All

LAWS 600. Law and Gender. 2 Credits.

This course will examine the similar patterns of and justifications for racism, sexism, and homophobia and consider the differences in constitutional jurisprudence applied to each. It will include an examination of the right to sexual privacy; discrimination in the workplace, military, and education; and the expanding concept of marriage and the family. (2 or 3 credits)

Offered: All

LAWS 601. Managed Health Care.**2 Credits.**

This course will examine issues of current interest in the area of government programs healthcare (Medicare and Medicaid) and will illustrate how, in lieu of Original Medicare and Medicaid Fee-for-Service, private healthcare organizations contract with federal and state regulatory agencies to provide coordinated care to low-income and aged/blind/disabled individuals. Topics covered may include: the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule and electronic medical records/patient information disclosure, Program Integrity (fraud/waste/abuse), government requests for proposal ("RFP") managed care bidding processes, fully integrated dual eligible programs, third party liability (coordination of benefits, subrogation), provider network contracting and incentive programs, directed payment programs, and claims operations. (2 credits)

Offered: Every year, All

LAWS 602. Law and Forensic Science.**2 Credits.**

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.

LAWS 604. Medical Malpractice.**2 Credits.**

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)

LAWS 607. Legal Services Externship.**2-5 Credits.**

Students work in area Legal Services offices (New Haven Legal Assistance, Connecticut Legal Services or Greater Hartford Legal Assistance), representing low-income clients in housing, employment, and/or public benefits matters. (Pre- or co-requisite: IRC; Evidence) (3 to 6 credits)

LAWS 609. Externship Seminar.**1 Credit.****LAWS 611. Advanced Clinic.****1-6 Credits.**

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)

Offered: Every year, All

LAWS 612. Advanced Tax Clinic.**2-5 Credits.**

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.

Prerequisites: Take LAWS 295.

LAWS 615. Conn. Adjudicative Criminal Procedure.**2 Credits.**

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

Corequisites: Take LAWS 431 or LAWS 432.

LAWS 620. Electronic Discovery & Digital Evidence.**2 Credits.**

This course examines the procedural and evidentiary issues that arise in an increasingly digital world. Students focus on the Federal Rules of Civil Procedure and the Federal Rules of Evidence as they apply to the retention, storage, production in pretrial discovery, and admissibility at trial of electronically stored information. The course is interactive and affords 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. No special knowledge about computers is needed. Prerequisite or corequisite: Evidence

Corequisites: Take LAWS 311.

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.**

Evening Clinic is an in-house clinical program. The subject matter of the clinical work may change from time to time. Currently, the subject matter is Legal Ethics. Students will work on Attorney Disciplinary matters, serving in a semi-prosecutorial role. Disciplinary cases involve allegations that attorneys have violated the Connecticut Rules of Professional Conduct and for which probable cause has already been found. Cases will be selected from the Office of the Chief Disciplinary Counsel, for investigation, drafting of briefs and memoranda, witness presentation, and oral advocacy at hearings before the Statewide Grievance Committee. Case development and presentation will also be under the supervision of a current or former Assistant Disciplinary Counsel. (3 or 4 credits)

LAWS 627. Evening Clinic: Veterans Law Project. 3-4 Credits.

This clinic is a collaboration with the Connecticut Veterans Legal Center. The CVLC attorneys teach the clinic, working with students to represent veterans in their cases for veterans' benefits and for changes in their discharge status. The scheduling has been modified to meet the needs of students who cannot take a clinic or externship during regular business hours, but both full-time and part-time students may participate. (3 or 4 credits)

LAWS 628. Estate Planning & Drafting. 2 Credits.

This course considers means of planning for incapacity, death, and the transmission of wealth. Through various written projects, students will explore selected aspects of the estate planning process. A major emphasis will be on the client counseling and drafting skills needed for successful practice in this area of law. (Prerequisite: Trusts and Estates) (2 or 3 credits). Experiential course.

Prerequisites: Take 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 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). Experiential course.

LAWS 632. Multidistrict Litigation: Mass Torts. 2 Credits.

Multidistrict Litigation - 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 638. Corporate Counsel. 2 Credits.

This course will examine, through role-playing, the practical aspects of being an in house corporate counsel. Students will receive an intense experience in exploring various real-world legal issues drawn from actual experiences and headlines to provide students with problems which intertwine ethical, business, and legal challenges. The primary focus of the course will be to engage the students to consider various primary questions such as: Who is the client? What is a win? How to get to "Yes" when the easy answer is "No"? The goal is to develop and enhance the student's problem solving skills in as realistic a setting as possible. (2 credits)

LAWS 639. Criminal Justice: Inside/Out. 2-3 Credits.

Students will study the criminal justice system alongside students in prison. Extensive discussion, readings, and papers will examine prosecution, bail, sentencing, punishment policy, and prison conditions from multidisciplinary and international/comparative perspectives. The course will take place inside a correctional institution and students must pass a background check to be eligible for the course.

LAWS 640. Advanced Veterans Clinic. 1 Credit.

LAWS 644. Elder Law Lab Exp.**1 Credit.**

This course is designed as an optional practical supplement to the Elder Law course to permit students to apply the theory and doctrine they learn in the Elder Law course. Experience is gained through simulated casework, including interviewing and counseling mock clients; drafting typical documents and pleadings; negotiating in the mediation context; and presenting simulated evidentiary hearings in the probate court context. This is an experiential course. Elder Law is a mandatory non-waivable pre or co-requisite; Trust and Estates is strongly recommended as a pre-or co-requisite. Experiential course.

LAWS 645. Mediation Clinic.**1-3 Credits.****LAWS 646. Children, Social Science, and the Law.****3 Credits.**

This course examines the various ways in which social science research is germane to law affecting children and families and the relationship between the fields of social science and law. It covers intensive, empirical examinations of child and adolescent development research and the effective application of such research in legal settings. Students will learn and critique the methods through which empirical research findings influence case law and best practices for representing children in family, child protection, and criminal matters.

LAWS 650. Cybersecurity.**2-3 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 US and European data protection and privacy regimes, with an emphasis on US law. Students will explore the legal frameworks of US 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 the course is for students to develop a broad foundation and skill set in this rapidly evolving area of law.

LAWS 655. Intro: Spanish for Lawyers.**2 Credits.**

This two-credit, pass/fail course aims to aid students in developing proficiency in communicating in Spanish in a legal context. The course emphasizes oral communication, but also provides instruction in written communication. In addition to instruction in basic, conversational Spanish, the course offers instruction in Spanish legal terminology applicable to a variety of legal contexts, including criminal, immigration, family, employment, and consumer protection law. Pre-requisite: At least two years of Spanish study in high school or college, or an experience that provides equivalent exposure to speaking and reading Spanish. The course will also matriculate native and other students who are fluent in Spanish who will serve as mentors and group discussion facilitators.

LAWS 666. Negotiation Clinic: Reaching Agreement.**1 Credit.**

This law clinic presents students with the opportunity to explore problem-solving approaches to working with clients who are seeking to engage in collaborative projects and deals with partners. Students will serve as neutral consultants and facilitators of the negotiation process for these clients, under the supervision of lawyers who are in the consultant/project manager role. Students will have significant client contact and will engage in interviewing, facilitation of negotiation, management and consulting tasks. This clinic is specifically designed to educate students about emerging models of legal work in the ADR field with a comparative focus on more traditional models for making deals. Requirements: Experiential course; weighted pass/fail; out-of-class credit; Negotiation Clinic Seminar is mandatory co-req; Negotiation or ADR is waivable pre-req or co-req

LAWS 667. Negotiation Clinic Seminar.**2 Credits.**

Requirements: Experiential; graded; in-class credits; Negotiation Clinic is mandatory co-req; Negotiation or ADR is waivable pre-req or co-req

LAWS 668. Mediation Clinic Seminar.**1 Credit.**

This is a law clinic course involving the mediation of various types of cases under the supervision of professors experienced in mediation. Students will mediate the matters in teams of two co-mediators on site at the law school or within the local community, under supervision, and will handle the communications with the parties before and after the mediation. Students also will attend a mandatory weekly seminar for case preparation and de-briefing as well as for the study of advanced topics in mediation theory and ethics. Pre- or Co-requisite: One or more of the following: Introduction to Mediation course; completion of 30-40 hours of Mediation training through the law school's Center on Dispute Resolution or other approved mediation training program; demonstrated familiarity with mediation theory and practice through an approved mediation course in an undergraduate institution. Approval of non-law-school prior experience is at the discretion of the professor.

LAWS 669. Mediation Clinic.**1-3 Credits.**

This is a law clinic course involving the mediation of various types of cases under the supervision of professors experienced in mediation. Students will mediate the matters in teams of two co-mediators on site at the law school or within the local community, under supervision, and will handle the communications with the parties before and after the mediation. Students also will attend a mandatory weekly seminar for case preparation and de-briefing as well as for the study of advanced topics in mediation theory and ethics. Pre- or Co-requisite: One or more of the following: Introduction to Mediation course; completion of 30-40 hours of Mediation training through the law school's Center on Dispute Resolution or other approved mediation training program; demonstrated familiarity with mediation theory and practice through an approved mediation course in an undergraduate institution. Approval of non-law-school prior experience is at the discretion of the professor.

LAWS 670. Tax Deals Workshop.**2 Credits.**

This course will focus on developing students' analytical, drafting, and negotiating skills while learning about the role of the tax lawyer in the transactional context. Topics covered include the role that taxes play in deals and deal structure for corporate transactions, including mergers and acquisitions (including tax-free reorganizations) and private equity. We will also discuss and analyze documents in the context of various transactions. Enrollment by permission of instructor. Prerequisites: Federal Income Tax, Business Planning.

LAWS 671. Immigration Externship.**1-5 Credits.****LAWS 672. Private Practice Externship.****1-5 Credits.****LAWS 673. Probate Law Externship.****1-5 Credits.****LAWS 675. Advanced Mediation Clinic.****3 Credits.**

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 677. Immigration Conseq. of Crim. Convictions.**2 Credits.**

Immigration Consequences of Criminal Convictions: This course will explore the intersection of criminal and immigration law, and specifically, the consequences of criminal conduct, arrests, and convictions, on individuals seeking to normalize their immigration status in the United States. The course will primarily explore what constitutes a conviction under U.S. immigration law, what are criminal grounds for inadmissibility to, and deportability from, the United States, and when a particular offense can trigger removability or bar relief from removal. The course will also feature a detention component, with a focus on the bases to detain and release immigrants with criminal encounters. Students will become familiar with the immigration enforcement process involving individuals with a criminal history before Immigration and Customs Enforcement, the Executive Office for Immigration Review (EOIR), and the federal courts. Coursework will be evaluated through either a final exam or a mock pre-trial brief. Immigration Law is highly recommended but not required.

Offered: As needed**LAWS 678. Transactional Clinic.****1-2 Credits.**

This law clinic presents students with significant skill development by providing the opportunity to engage in drafting documents typical of one or more types of transactional law practice, whether for clients who are individuals, business entities, or non-profit entities. Students will have client contact and engage in counseling clients about the strategies needed to achieve the client goals. Students will be "certified legal interns" and their work will be supervised by one or more lawyers. The class and supervision may be offered either in person or on-line.

LAWS 679. Transactional Clinic Seminar.**2 Credits.**

This law clinic presents students with significant skill development by providing the opportunity to engage in drafting documents typical of one or more types of transactional law practice, whether for clients who are individuals, business entities, or non-profit entities. Students will have client contact and engage in counseling clients about the strategies needed to achieve the client goals. Students will be "certified legal interns" and their work will be supervised by one or more lawyers. The class and supervision may be offered either in person or on-line.

LAWS 680. Probate Law Externship.**2-5 Credits.****LAWS 681. Immigration Externship.****2-5 Credits.****LAWS 682. Private Practice Externship.****2-5 Credits.****LAWS 683. Advocacy in Arbitration Exp.****2-3 Credits.**

This course will provide the student with an understanding of the arbitration process from the advocate's perspective. It is designed to confront the student with scenarios and issues familiar to legal counsel and neutrals primarily in commercial arbitration, with some exposure to employment, consumer, and international arbitration. The course will cover the obligation to counsel clients regarding the option to arbitrate rather than litigate, and will explore the professionalism and ethical issues confronting the arbitration advocate. Each student will achieve a working knowledge of the techniques used by commercial arbitrators and will have the opportunity to practice those used by advocates representing clients in the arbitration forum in mock cases. Finally, students will learn some procedural differences in the arbitration process between U.S. domestic arbitration and foreign arbitrations. Arbitration and Evidence strongly recommended. Experiential course.

LAWS 684. Race, Child Welfare, and Juven.**3 Credits.**

This course examines the problem of racial disproportionality and disparate outcomes in the child welfare and juvenile justice systems. It covers an in-depth investigation of the impact of race and class at different decision points in the child welfare system, and examines different theoretical frameworks for approaching the racial disproportionality in the juvenile justice system as well as germane federal and state policies. Students will explore solutions to address racial disproportionality informed by social science research.

LAWS 685. Health Policy.**3 Credits.**

The undisciplined response to COVID-19, the constitutionality of the Affordable Care Act, the effects of expansion (or non-expansion) of Medicaid on our citizens in lower socio-economic categories, and the increasing loss of medical care for rural populations are but a few of the issues which raise the question of how the United States develops its health policy and how our elected officials decide what type of healthcare system best serves the needs of our citizens. This course will examine these and other questions, with a focus on the effects of health disparities and social determinants of health on the most vulnerable members of our population.

LAWS 686. Negotiation in Criminal Practice.**2 Credits.**

This course will provide the student with an understanding of negotiation in the criminal law practice setting-specifically, plea bargaining. It is designed to confront the student with practical, strategic, and ethical issues familiar to both defense lawyers and prosecutors. The course will cover basic negotiation theory and its application to the practice of plea bargaining. It will include some of the basic caselaw of plea bargaining, its practice, policy concerns, and reform proposals. Each student will achieve a working knowledge of the techniques used by criminal lawyers and will have the opportunity to practice and critique those used by advocates, through participation in mock cases. The course will also introduce students to the current policy debates and criminal law reform efforts implicating the use and abuse of plea bargaining and will offer examination of other new dispute resolution concepts arising in criminal law in the 21st century, such as restorative justice and problem-solving courts. Criminal Procedure - Adjudicative recommended. Experiential course.

LAWS 699. Study @ Another Institution.**1-17 Credits.****LAWS 777. Review.****1 Credit.****LAWS 888. Fall 2020 Law Registration Ft.****15 Credits.****Offered:** As needed, Fall**LAWS 890. Fall 2020 Law Registration Pt.****10 Credits.**

Management (MG)

MG 603. Project Management. 3 Credits.

This course goes beyond basic Project Management (PM) competencies for students to learn technology, tools, and techniques applicable in any industry and career. This course decomposes the technical and managerial challenges associated with the field of PM. Students learn how these skills can be applied to produce business/organizational results that require collaborative relationships, leadership, integration, and execution. Students can receive credit for only one of the following courses: MG 603, OL 640 and BAN 669.

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: As needed

MG 639. Special Topics. 3 Credits.

Offered: As needed

MG 641. Supply Chain Resilience. 3 Credits.

This course offers an integrated view of analytical decision making in organizations considering supply chain resilient systems that include suppliers, manufacturers, warehouses, transportation, retailers, and services providers. Using current business issues and cases, the course emphasizes on students' analytical skills of evaluating a firm's supply chain resilience and students' problem-solving abilities to propose potential resolutions.

Prerequisites: Take MBA 635.

Offered: As needed

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.

Requires permission from a faculty sponsor and from the MBA director and School of Business dean.

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 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 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: As needed

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 697. Special Topics in Marketing. 3 Credits.

This special topics course includes treatment level of one or more issues in marketing. Subject matter varies at each course offering depending upon the interest of students and faculty, and changes in the marketplace.

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 605. Graduate Teaching Practicum. 3 Credits.

This teaching practicum is designed for business students who wish to explore education as part of their professional development. The practicum is a period of intensive development, which will enable students to understand beginning instructional competencies. Practicum students will have the opportunity to become involved with, and actively participate in, many aspects of classroom instruction. Through these experiences, they will learn to link theory and practice, and acquire the understanding of effective presentation in a range of professional situations.

Offered: As needed

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. Skills for Contemporary Business Issues. 3 Credits.

This is an experiential and action-based learning course that covers skills needed to address contemporary business issues. Topics include problem solving, business communication, business research and basic data analysis, cross-cultural awareness and innovation. By the end of the course, students are able to recognize and research business problems, formulate implementable solutions and effectively communicate those solutions to stakeholders.

Offered: Every year, Fall

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.

Prerequisites: Take MBA 615.

Offered: Every year, Spring

MBA 625. Authentic Leadership within Organizations. 3 Credits.

In this experiential course students will consider their individual leadership styles and determine their unique preferences for leadership, motivation, emotional intelligence, and achievement. Additionally, students will experience how communication occurs in organizations to utilize organizational networks, negotiate workplace politics, embrace change, and lead team execution. Students will also recognize that inclusive organizations contribute responsibly keeping legal, ethical, social, and human duties at the forefront of decision making.

Prerequisites: Take MBA 615.

Offered: Every year, Spring

MBA 630. Business Data Analytics. 3 Credits.

This action learning course teaches how to harness the full potential of data and leverage it as a strategic asset. Machine learning and predictive modeling techniques are utilized to provide hands-on experience of working with different models. By the end of the course, students are able to apply decision trees, neural networks, regression and other techniques to recognize patterns in data, compute predictions and recommend a range of actions leading to better decision making.

Offered: Every year, Fall

MBA 635. Supply Chain Management in a New Era. 3 Credits.

This is a problem-based and case-based course that covers concepts, strategies and analytical techniques to improve the efficiency and effectiveness of a firm's supply chain. Topics are related to a firm's supply chain, such as sustainable sourcing, product availability, supply chain network design, distribution channels, coordination of supply chain, and information technology in supply chain. By the end of the course students will be able to understand the key supply chain principles, formulate solutions for supply chain problems, and recognize the technology effect in creating values and enhancing a firm's performance.

Prerequisites: Take MBA 615.

Offered: Every year, Fall

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.

Prerequisites: Take MBA 615.

Offered: Every year, Fall

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.

Prerequisites: Take MBA 615.**Offered:** Every year, Fall**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, Spring**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. Strategic Management.****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 firm performance evaluation. Emphasis is placed on developing decision-making skills through company and case analyses.

Prerequisites: Take MBA 615, MBA 620.**Offered:** Every year, Fall**MBA 695. Action-Based Learning Lab.****3 Credits.**

This course is a hands-on, action learning capstone for the MBA that asks students to integrate the knowledge and skills they have gained throughout the program. The course engages students in solving a real-world business problem or developing a new business. By the end of the course, students have further developed their skills in the problem-solving process, business knowledge integration, and written and oral presentation.

Prerequisites: Take MBA 620, MBA 625, MBA 630, MBA 635, MBA 640, MBA 645, MBA 690.**Offered:** Every year, Spring**MBA 699. Independent Study.****1-6 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 introduces students to the complex number system. Topics include historical development, arithmetic, algebraic operations, geometrical interpretations, solving polynomials. Emphasis is placed on viewing the field of complex numbers from multiple perspectives to see connections between geometry, algebra, and trigonometry.

Offered: Every year, Fall

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 various historical perspectives. In particular, they investigate the contributions of ancient Babylonian, Egyptian and Persian cultures, and consider the historical methods of solving quadratic and cubic equations, as well as development of the calculus.

Offered: Every year, Summer

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, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 515. Communications and Conflict Management. 3 Credits.

This course provides an introduction to communication and conflict management skills and systems necessary for effective health care delivery and managing or advising health care institutions. Students examine communication, negotiation, decision-making, challenging conversations and behavior, effective feedback and conflict system design. Online, spring semester, open to graduate nursing and law students.

Offered: Every year, Spring

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 and Summer Online

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 and neuraxial administration is emphasized. 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. This course must be taken together with NUR 517L.

Prerequisites: Take NUR 517L.

Offered: Every year, Summer

NUR 517L. Anatomy for the Nurse Anesthetist Lab. 1 Credit.

Lab to accompany NUR 517.

Offered: Every year, Summer

NUR 518. Pathophysiology for the Nurse Anesthetist. 3 Credits.

Essential concepts of pathophysiology are emphasized. Normal function of major systems and selected disorders are studied especially as they relate to care of the patient undergoing anesthesia. The course focuses on disease processes related to major organ systems; neurologic, cardiac, respiratory, renal, hepatic and endocrine. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

Prerequisites: Take PY 501, NUR 517, NUR 517L, NUR 698.

Offered: Every year, Fall

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 and Summer Online

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, Spring Online

NUR 538. Applying Data to Practice.**1 Credit.**

This online seminar introduces students to the uses of data in the health care setting. Students learn to interpret data and how to use it to improve patient care 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 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.**2 Credits.**

This 2-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, Spring Online

NUR 544. Introduction to Informatics.**3 Credits.**

This online 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. The 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 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 604. Principles of Aging.**3 Credits.**

This course provides a broad overview of the concepts, issues and approaches related to the theoretical aspects of aging. The application of theories and concepts to practice as well as policy is a major focus of this course and prepares students from different health care disciplines for service in the field of gerontology. Emphasis is given to holistic aspects that are associated with aging and the dynamic interactions between older people and their environmental changes across the lifespan.

Offered: Every year, Summer

NUR 606. Navigating Telehealth.**3 Credits.**

The course builds a basic knowledge of telehealth and associated technologies for clinical practice. Clinical applications, practice guidelines and standards for telehealth are discussed. Issues surrounding licensure, credentialing, reimbursement and legal/regulatory of those implementing telehealth technologies are explored. Students have telehealth practice experiences in a simulated environment.

Offered: Every year, Summer

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.

Prerequisites: Take NUR 600.

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. 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. This course is graded on a pass/fail basis.

Prerequisites: Take NUR 610, NUR 610PBL.

Offered: Every year, Fall Online

NUR 613. Nursing Leadership Seminar: Applying Data to Practice. 2 Credits.

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, Spring Online

NUR 614PBL. DNP Project Continuation Course. 1 Credit.

This course is for those students who continue to work on their DNP Project in the semester(s) after the conclusion of NUR 612 PBL. Students register for this one credit course every semester until their DNP Projects are completed.

Prerequisites: Take NUR 612PBL.

Offered: Every year, All Online

NUR 615. Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care. 3 Credits.

This two-hour clinical seminar accompanies 120 hours of experiential learning in the field, with an emphasis on safety and legal concepts in health care. Human factors analysis and systemic quality improvement for increased patient and provider safety are discussed.

Prerequisites: Take NUR 613.

Offered: Every year, Fall 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. This course includes 120 hours (1 credit) of experiential learning in the field, with a two-hour online seminar to discuss student experiences and synthesize leadership concepts and skills.

Prerequisites: Take NUR 615.

Offered: Every year, Spring Online

NUR 620. 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, Spring 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. Population Health: Factors Affecting Specific Populations. 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, Fall Online

NUR 623. Global Population Health. 3 Credits.

This seminar allows each student to examine population health in the context of a global community. The role of the World Health Organization and the Social Determinants of Health are analyzed. The individual student's population health focus is considered in the context of broader global population issues. There are 120 fieldwork hours associated with this course.

Prerequisites: Take NUR 620, NUR 622.

Offered: Every year, Spring Online

NUR 630. Advanced Holistic Assessment. 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 Assessment 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 I. 2 Credits.

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, suggest appropriate laboratory testing, and begin to develop treatment plans. Expectations also include demonstration of presenting patient cases, and appropriate clinical documentation. Students complete 120 hours of clinical time with their preceptor.

Prerequisites: Take NUR 630, NUR 630L.

Offered: Every year, Summer Online

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.

Offered: Every year, Fall and Summer Online

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.

Offered: Every year, Summer Online

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.

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. Evidence-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 645. Adult Health Practicum and Seminar III.**3 Credits.**

This course includes a mentored practicum experience of 240 hours and an online seminar. It provides continued opportunity for advanced holistic practice with adults. Seminar prepares students for certification and licensure as adult-gerontology nurse practitioners.

Prerequisites: Take NUR 643

Offered: Every year, Summer

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 633.

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. 3 Credits.

This course includes a mentored practicum experience of 240 hours and an online seminar. It provides continued opportunity for advanced holistic practice with families. Seminar prepares students for certification and licensure as family nurse practitioners.

Prerequisites: Take NUR 653.

Offered: Every year, Summer

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 633.

Offered: Every year, Fall

NUR 670. Basic Principles of Anesthesia II. 3 Credits.

This course continues the basic principles of anesthesia and covers a variety of basic concepts including pre-operative assessment, basic airway management, the function and operation of the anesthesia ventilator and introduction to intra-operative anesthetic care. Concepts related to pain management including opioid sparing techniques are introduced. Simulation lab practices are included.

Prerequisites: Take NUR 696.

Offered: Every year, Spring

NUR 670L. Basic Principles of Anesthesia II Lab. 2 Credits.

This course introduces the student to the administration of neuraxial regional anesthesia and peripheral nerve blocks using ultrasound, simulation and cadaver models. Simulation lab practice related to anesthesia set up and simple inductions of anesthesia are included.

Prerequisites: Take NUR 696.

Corequisites: Take NUR 670.

Offered: Every year, Spring

NUR 671. Clinical Practicum I. 2 Credits.

Individual clinical practice arranged with approved clinical sites. All-day clinical practice, 3 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 696, NUR 670, NUR 670L, NUR 672.

Offered: Every year, Summer

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 drugs used in the practice of anesthesia. Drugs used in the treatment of comorbid conditions and their effects on anesthesia are covered.

Prerequisites: Take NUR 696.

Corequisites: Take NUR 670, NUR 670L.

Offered: Every year, Spring

NUR 673. Clinical Practicum II. 2 Credits.

Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues 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, Fall

NUR 674. Professional Aspects of Nurse Anesthesia Practice I. 1 Credit.

This course discusses the history of the profession and practice issues that pertain to the nurse anesthesia practice. Topics include legal aspects, scope of practice, the national association and the structure, quality assurance and the business of anesthesia. Students explore their role in the political arena through attendance at the AANA Midyear Assembly in Washington, D.C., which provides an opportunity to visit with legislators on Capitol Hill.

Offered: Every year, Spring

NUR 675. Clinical Practicum III. 2 Credits.

Individual clinical practice is arranged with approved clinical sites four days per week. Students participate in full-day clinical practice, and follow the hours of CRNA practice at each clinical site. A call component may be included in the semester. 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 covers the importance of personal wellness and stress management for the nurse anesthesia student and the practicing CRNA. Students become familiar with integrated therapies and behaviors used to create wellness and balance. Multiple factors related to chemical dependence and substance abuse are studied. Participants also discuss the importance of cultural sensitivity and diversity in health care.

Offered: Every year, Fall

NUR 677. Clinical Practicum IV.**2 Credits.**

Individual clinical practice is arranged with the approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be 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 clinical preceptors and educators. Topics include the writing of objectives, evaluations and rubrics and the role of the clinical educator. Additionally, students teach assigned topics to underclass students.

Prerequisites: Take NUR 674, NUR 676.

Offered: Every year, Spring

NUR 679. Clinical Practicum V.**2 Credits.**

Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once a week.

Prerequisites: Take NUR 677.

Offered: Every year, Fall

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.

Prerequisites: Take NUR 696, NUR 670, NUR 672.

Offered: Every year, Summer

NUR 681. Clinical Practicum VI.**2 Credits.**

Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once a week.

Prerequisites: Take NUR 679.

Offered: Every year, Fall

NUR 682. Advanced Principles of Anesthesia I.**3 Credits.**

This course covers the administration and management of anesthesia to patients undergoing procedures in a variety of specialties such as ENT, orthopedics, neurosurgery and trauma. Regional anesthesia and pain management techniques are applied to the specialty procedures. Advanced anesthetic management of common/uncommon conditions are included.

Prerequisites: Take NUR 696, NUR 670, NUR 670L, 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 pertaining to obstetrics and pediatrics.

Prerequisites: Take NUR 682.

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 anesthetic assessment and management of patients with vascular and cardiac disease are covered in this course. Open and closed thoracic and cardiac surgery is studied along with the anesthetic implications and considerations. Students explore the perfusionist role during cardiac procedures. Cardiac implants and internal defibrillators are discussed.

Prerequisites: Take NUR 682, NUR 684.

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.

Offered: Every year

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 contains an extensive study of the anesthetic management for patients with respiratory, renal, hepatic and endocrine disease.

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 695. Anesthesia Seminar I. 2 Credits.

This course prepares the student to take the Self-Evaluation Exam (SEE) in preparation for the National Certification Exam (NCE). The Seminar course contain an extensive review of Basic Principles, Equipment and Technology, Basic and Advanced Principles, Pharmacology and Physiology. Practice exams are administered periodically and clinical scenarios are used to assess and challenge student knowledge and critical thinking. Students 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.

This course contains essential pharmacology for the anesthesia provider along with a variety of basic concepts such as surgical positioning, monitoring of patients undergoing anesthesia, the anesthesia machine and basic airway management. Lectures are held in the classroom and in the Skills and Simulation lab.

Prerequisites: Completion of NUR 517 PY 501.

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. Organized and systematic review of materials from key anesthesia courses is continued. Students formulate a written plan of study for use during this semester. Each student reviews and implements the individualized plan with input from the adviser.

Prerequisites: Completion of all anesthesia core courses and NUR 695.

Offered: Every year, Spring

NUR 698. Human Physiology Seminar. 1 Credit.

Students are provided with 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. This provides the student with an opportunity to work in a small group, improve their public speaking skills and gather valuable material 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 course provides structured fieldwork experience to observe and analyze sensory processing the pediatric population. The experience emphasize exposure to the clinical application of the Ayres' sensory integration principles learned in the OT curriculum with fieldwork coordinators with advanced training. Students have the opportunity to reflect on this experience within the lecture course.

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 experience to observe, participate in, and document the OT process with adult neurological populations in neurorehabilitation settings. Emphasis is on applying evidence and theory into practice and the development of professional identity and may observe inter- and intra-professional collaboration and patient/client education. Students have the opportunity to reflect on this experience within the lecture course.
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 approaches 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 begin work on 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 participate in designing and executing 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 IIa.**6 Credits.**

This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.

Offered: Every year, Summer**OT 581. Fieldwork Level IIb.****6 Credits.**

This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.

Offered: Every year, Fall**OT 599. OT Independent Study.****1-3 Credits.****Offered:** As needed**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 616. Self-Directed Study in Clinical Practice.****3 Credits.**

This self-directed course focuses on each individual student's goals and objectives within an area of specialty practice. Students create a proposal and learning contract with objectives, methods and timelines to meet individualized learning goals toward certifications or in-depth learning of a particular topic. The purpose of this course is to work toward individualized professional development goals.

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 630. CAGS Hand Therapy I.****3 Credits.**

This course is the first in a series of courses focusing on advanced topics in hand therapy. Students critique existing scholarship and professional documents regarding best practice in hand therapy practice, and identify and critique existing assessments and interventions utilized in hand therapy practice.

Offered: Every year, Spring Online**OT 631. CAGS Hand Therapy II.****3 Credits.**

This course is the second in a series of hand therapy courses. Building on the first course, students continue to explore best practices and evidence and have the opportunity to synthesize their knowledge through a critique of clinical protocols and practice guidelines. The course culminates with a plan of action to further advance one's professional development.

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. 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 explores occupation—the central construct of the profession, and occupational science as a disciplinary knowledge base of the profession. Students examine a variety of theories relevant to occupational therapy and analyze their practice using critical theory.

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, measurable 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 develop learning strategies for doctoral work and explore contemporary leadership theory and create a professional development plan for doctoral work with goals and objectives related to becoming an agent of change.

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 qualitative and quantitative research methods 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, ways of answering questions and approaches to analyzing results.

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 systems. Topics include advocacy, leadership and leadership theories, group dynamics and change management. Student integrate this knowledge through the development of a program proposal and evaluation.

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, and write a design a scholarly proposal in regards to ethical policies and procedures necessary to conduct research.

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 and OT 662 present core content that is the same for both 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.

Offered: Every year, Fall**OT 662. Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum.****3 Credits.**

The OT seminars OT 660 and OT 662 present core content that is the same for both 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.

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 trends in higher education and health care. Building on these trends students create one course including a full syllabus, learning objectives, learning outcomes and assessment. This course provides a foundation for teaching in the future, either full or part time.

OT 680. Capstone I.**2 Credits.**

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core 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 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**OT 700. Philosophy and Science of Occupational Therapy.****3 Credits.**

This course presents the philosophical, historical and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.

Offered: Every year, Summer

OT 701. Occupational Therapy Theory. 3 Credits.

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

Offered: Every year, Fall

OT 702L. OT Service Learning. 1 Credit.

This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.

Offered: Every year, Fall

OT 703. OT Practice Framework and Professional Reasoning. 3 Credits.

This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.

Offered: Every year, Fall

OT 705. Research Methods and Evidence-Based Practice. 3 Credits.

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall

OT 710. Clinical Anatomy in OT Practice. 4 Credits.

This course provides a comprehensive study of the musculoskeletal system with emphasis on clinical correlation to occupational therapy practice and the biomechanical basis of occupational performance. The course has a corresponding dissection and palpation lab.

Offered: Every year, Summer

OT 710L. Clinical Anatomy in OT Practice Lab. 1 Credit.

This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.

Offered: Every year, Summer

OT 711. Applied Kinesiology. 2 Credits.

This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.

Offered: Every year, Fall

OT 711L. Applied Kinesiology Lab. 1 Credit.

This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.

Offered: Every year, Fall

OT 712. Neuroanatomy in OT Practice. 3 Credits.

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems and examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. The course also introduces basic neurobehaviors and dysfunctions.

Offered: Every year, Summer

OT 713. Applied Neuroscience. 2 Credits.

This course builds on 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.

Offered: Every year, Fall

OT 713L. Applied Neuroscience Lab. 1 Credit.

This course builds on functional neuroanatomy and is an adjunct to Applied Neuroscience as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance and applies screening procedures. 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, Fall

OT 720. Occupational Therapy Mental Health and Psychosocial Practice I. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

Offered: Every year, Spring

OT 720L. Occupational Therapy Mental Health and Psychosocial Practice I Lab. 1 Credit.

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring

OT 721. OT Mental Health and Psychosocial Practice II. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OT 721F. OT Mental Health and Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall

OT 721L. OT Mental Health and Psychosocial Practice II Lab Lab. 1 Credit.

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall

OT 722. Occupational Therapy for Children and Youth I. 6 Credits.

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer

OT 722F. Occupational Therapy for Children and Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.

Offered: Every year, Spring and Summer

OT 722L. Occupational Therapy for Children and Youth I Lab. 1 Credit.

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OT 723. Occupational Therapy for Children and Youth II. 6 Credits.

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring

OT 723F. OT for Children and Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall and Spring

OT 723L. OT for Children and Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OT 724. Occupational Therapy for Adults and Older Adults I. 6 Credits.

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Spring and Summer

OT 724F. Occupational Therapy for Adults and Older Adults I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the adult population. It allows the student 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, Spring and Summer

OT 724L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.

This lab course complements the OT 532 and OT 532F and provides 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, Spring and Summer

OT 725. OT for Adults and Older Adults II.**6 Credits.**

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The 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. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Fall and Spring**OT 725F. OT for Adults and Older Adults II Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

Offered: Every year, Fall and Spring**OT 725L. OT for Adults and Older Adults II Lab.****1 Credit.**

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring**OT 726. Technology in OT Practice.****2 Credits.**

This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.

Offered: Every year, Summer**OT 726L. Technology in OT Practice Lab.****1 Credit.**

This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.

Offered: Every year, Summer**OT 727. 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.

Offered: Every year, Spring**OT 728L. Biomechanical Intervention Lab.****2 Credits.**

Students experience hands on learning in biomechanical principles such as splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments

Offered: Every year, Spring**OT 730. Administration and Management of Systems.****3 Credits.**

This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.

Offered: Every year, Spring**OT 731. Leadership and Change.****2 Credits.**

This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.

Offered: Every year, Summer**OT 751. Capstone Seminar I - Exploration.****2 Credits.**

This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.

Offered: Every year, Fall**OT 752. Knowledge Translation and Synthesis.****3 Credits.**

This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.

Offered: Every year, Spring**OT 753. Capstone Seminar II - Planning.****2 Credits.**

This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.

Offered: Every year, Summer

OT 754. Capstone Seminar III - Preparation.**2 Credits.**

This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.

Offered: Every year, Spring**OT 760. Special Topics Or Independent Study.****3 Credits.**

Students delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager and consultant at the systems level. Students also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.

Offered: Every year, Spring**OT 762. Health Policy, Law, and Advocacy.****3 Credits.**

This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy as well as the concepts of social justice is explored as well.

Offered: Every year, Spring**OT 764. Business Leadership and Entrepreneurship in OT.****3 Credits.**

This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.

Offered: Every year, Spring**OT 766. Methods of Teaching and Learning in OT.****3 Credits.**

This course introduces students to the principles of the teaching-learning process in order to meet the needs of clients, family, significant others, communities, colleagues, other health providers and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods and best practices in clinical and academic teaching.

Offered: Every year, Spring**OT 780. Fieldwork Level IIA.****6 Credits.**

This 12-week full-time supervised fieldwork experience 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 Student Fieldwork Manual. This is the first of two required level II experiences.

Offered: Every year, Summer**OT 781. Fieldwork Level IIB.****6 Credits.**

This 12-week full-time supervised fieldwork experience 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 Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.

Offered: Every year, Fall**OT 782. Professional Development.****2 Credits.**

This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.

Offered: Every year, Spring**OT 790. Doctoral Project Seminar.****2 Credits.**

This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.

Offered: Every year, Summer**OT 791. Doctoral Experience.****6 Credits.**

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

Offered: Every year, Summer**OT 799. Independent Study in OT.****1-6 Credits.****Offered:** As needed

Organizational Leadership (OL)

OL 601. Foundations of Organizational Behavior and Leadership.**3 Credits.**

This course explores foundational concepts of leadership through the exploration of traditional leadership theory cultural, emotional and social intelligence, and power and politics. Contemporary issues in leadership provide opportunity for practical application and personal reflection.

Prerequisites: Can only take 1 from list: OL 601, PMBA 622 or MBA 625.**Offered:** Every year, All**OL 607. Insights into Emotions and Emotional Intelligence.****3 Credits.**

Emotions are pervasive in negotiations and organizations and profoundly influence our decisions, relationships, and outcomes. In this course, we integrate theory and research in psychology, behavioral economics, and decision-making to understand the importance of emotions in negotiations, organizations, and interpersonal interactions. In the process, the course will develop your emotional intelligence and teach you how to harness the power of your emotions and those of others.

Offered: Every year**OL 610. Crucial Conversations as Leaders.****3 Credits.**

This course allows for experiential practices of effective communication and conflict management techniques at the corporate and individual levels. Strategic approaches to communication internal and external to the organization and global communication practices are explored.

Prerequisites: Take OL 601.**Offered:** Every year, Fall and Spring

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: As needed

OL 620. Leadership in the Digital Organization.**3 Credits.**

This course examines organizations in a period characterized by emerging technology breakthroughs such as artificial intelligence, robotics, the internet of things, blockchain technologies, biotechnology, nanotechnology, materials science, data science and big data, gig economy, and quantum computing. The course will provide students with pioneering research, theory, and methodology, in addition to issues students will encounter in a time of profound uncertainty surrounding the development and adoption of emerging technologies. At the end of the semester, students are expected to complete a final project on developing a digital strategy for an organization of their choosing.

Offered: Every year

OL 630. Performance Management and HR Analytics.**3 Credits.**

This course focuses on the theoretical and practical application of performance management and HRIS. 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.

Offered: Every year

OL 640. Project Management.**3 Credits.**

This course goes beyond basic project management (PM). Students learn key PM techniques for leading complex projects and programs and assessing performance. Experiential application of these skills allows students to produce business/organizational results that require collaborative relationships and critical thinking. Students can receive credit for only one of the following courses: MG 603, OL 640, BAN 669. Students with PMP certification should discuss with their adviser.

Offered: As needed

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. Students can receive credit for only one of these courses: OL662 or PMBA 612.

Offered: Every year

OL 681. Strategic Leadership in Human Resources.**3 Credits.**

In this course, students are introduced to the principles of human resource management. This course focuses on an introduction to the complex and complicated realm of human resource management through discussions of the strategic and tactical means of institutionalizing mission and vision through the organization. Course will also address challenges associated with multinational HRM, and offer an exposure to HRIS systems.

Offered: Every year

OL 682. Policies, Procedures and Employment Law.**3 Credits.**

This course provides an introduction to Human Resource policy and procedures, including inclusivity, bias and employment law.

Offered: Every year

OL 683. Talent Management.**3 Credits.**

This course focuses on strategic approaches to the recruiting, selection and retention of talent. Students gain knowledge in the area of training, performance development and talent management principles. Performance appraisal and employee development concepts as well as HRIS systems are explored.

Offered: Every year

OL 684. Benefits and Compensation.**3 Credits.**

This course is designed to provide students with knowledge of wage and salary administration in private and public organizations. Students will gain an understanding of total compensation systems; the interrelationship between motivation, employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs.

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: As needed

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: As needed

OL 688. Organizational Leadership Special Topics.**3 Credits.**

Offered: As needed

OL 689. Project Management for Leadership Consulting.**3 Credits.**

This is part 1 of a two-part capstone sequence. In this course, students will learn key techniques for identifying business issues and designing a project to address these issues. Students will attain expertise in project management techniques, decision-making models, risk analysis and assessment. This capstone course should be taken near the end of the program and immediately prior to OL690. Students can receive credit for only one of the following courses: OL689, MG 603, BAN 669.

Prerequisites: Must have taken 21 credits towards the MSOL program prior to this course.

Offered: Every year

OL 690. Leadership Consulting Capstone.**3 Credits.**

This second course in a 2-course capstone pathway integrates the knowledge and skills gained throughout the program. Students move from the project design and scope stage in OL689 to the implementation of a consulting case/project, including a comprehensive analysis of organizational issues, data collection/ discovery phase, and a presentation of appropriate recommendations and implementation plans. The result is a professionally written consulting paper and presentation. As a capstone course, students should take this course as the final course in the program, and immediately following OL689.

Prerequisites: Take OL 689.**Offered:** Every year

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, Fall**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 503 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, Spring

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, Summer

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, Fall

PR 526. Mechanical Circulatory Support. 4 Credits.

This course will expose students in the Cardiovascular Perfusion Program to mechanical circulatory support devices such as ventricular assist devices (short and long term implantation), newborn, pediatric and adult extracorporeal membrane oxygenation (ECMO) including techniques of support using veno-veno, and veno-arterial extracorporeal life support. Students will learn both the theory and application of these life support techniques.

Prerequisites: Take PR 500 PR 508 PR 516.

Offered: Every year, Spring

PR 528. Congenital Defects and Clinical Practice. 2 Credits.

This course is a study of the management of cardiopulmonary bypass in neonates, infants and children. The course includes a description of the embryological development of the human fetus, focusing on the development of the cardiovascular system. The pathophysiology of congenital heart disease and the surgical techniques for repair of those lesions are presented, stressing both physiologic considerations for the perfusion of the neonatal and pediatric patient as well as related specific perfusion techniques.

Prerequisites: Take PR 500 PR 502 PR 516.

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 503L. Physical Therapy Process I Lab.**2 Credits.**

This course introduces students to the theory and practice of foundational physical therapy skills, such as body mechanics, sensation, basic handling skills, measurement of vital signs, goniometry and muscle testing of the upper extremity, and therapeutic exercise. Students learn appropriate use of medical terminology and are introduced to taking a patient history and documentation.

Offered: Every year, Fall**PT 504L. Physical Therapy Process II Lab.****4 Credits.**

This course utilizes the Physical Therapist Patient/Client Management Model to build upon and integrate assessment skills developed in Physical Therapy Process I. Assessment techniques including neurologic examination, goniometry and manual muscle testing of the spine and the lower extremities are covered. Physical Therapy interventions including functional mobility training and therapeutic exercise prescription focusing on the lower extremities and complex multi-joint activities are introduced, and principles and methods of stretching are discussed.

Offered: Every year, Spring**PT 505. Kinesiology I.****2 Credits.**

This course introduces the basic principles of human movement. Forces and torques in static clinical free body diagrams are studied. Numerous problem-solving processes and skills are developed throughout the semester. The student learns to identify different muscle interactions and combinations. Students also study movement and movement patterns of the upper extremity, using an EMG recording system.

Prerequisites: Take MA 141.**Offered:** Every year, Fall**PT 505L. Kinesiology I Lab.****1 Credit.**

Lab to accompany PT 505.

Offered: Every year, Fall**PT 507. Kinesiology II.****2 Credits.**

Kinesiology II introduces the foundational principles of biomechanics with special emphasis on applications to the lower extremities. The course emphasizes joint structure and function of the lower extremity as well as the spine. Forces and torques in static clinical free body diagrams are expanded and dynamic motion is studied. Students are taught hands-on clinical palpation techniques to enhance understanding of muscle function and joint mechanics.

Corequisites: Take PT 507L.**Offered:** Every year, Spring**PT 507L. Kinesiology II Lab.****1 Credit.**

Lab to accompany PT 507.

Corequisites: Take PT 507.**Offered:** Every year, Spring**PT 509. Clinical Decision Making I.****2 Credits.**

This course is designed to integrate information from previous academic and clinical experiences. The APTA model of physical therapist practice, evidence informed practice, and the ICF model provide foundational frameworks to guide clinical decision making. An interactive, case-based approach is used to develop problem solving, and reinforce the principles of documentation.

Offered: Every year, Spring**PT 512. Human Anatomy I.****3 Credits.**

This course presents the anatomical structures of the upper extremity, back, head and neck through lecture and human donor dissection experiences. Students analyze the relationship between structures, function and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.

Prerequisites: Take BIO 211, BIO 212.**Offered:** Every year, Fall**PT 512L. Human Anatomy Lab.****1 Credit.**

Lab to accompany PT 512.

Offered: Every year, Fall**PT 513. Human Anatomy II.****2 Credits.**

This course presents the anatomical structures of the pelvis, lower extremity and body cavities through lecture and human donor dissection experiences. Students analyze the relationship between structures, function and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.

Prerequisites: Take PT 512.**Offered:** Every year, Spring**PT 513L. Human Anatomy II Lab.****1 Credit.**

Lab to accompany PT 513.

Offered: Every year, Spring**PT 516. Clinical Decision Making II.****1 Credit.**

This case-based course provides students with an opportunity to integrate information from previous academic and clinical experiences. Using the ICF model, students reflect on in-class cases, standardized patient experiences and integrated clinical experiences to reinforce integration of multiple systems in a patient/client management model. These experiences and a cumulative practical assist students as they prepare for their first full-time clinical experience.

Offered: Every year, Summer**PT 516L. Clinical Decision Making II Lab.****0 Credits.**

Lab to accompany PT 516.

Corequisites: Take PT 516.**Offered:** Every year, Summer

PT 517. Clinical Education Seminar.**1 Credit.**

This course provides the essential information for physical therapist students to enter full-time clinical experiences. The course informs students about expectations for clinical performance, compliance mandates for the clinical setting, communication strategies, and expectations for service at the clinical site. Students are introduced to concepts about cultural sensitivity and humility and strategies for success during clinical experiences.

Offered: Every year, Summer

PT 518. Functional Neuroanatomy.**3 Credits.**

This course presents the gross and developmental anatomy of the central nervous system, including major structures, landmarks and pathways. Normal motor control and postural control mechanisms are also explored. Emphasis is placed on the function of these structures with cases planned to illustrate the functional outcomes of pathology in these structures.

Offered: Every year, Fall

PT 519. Professional Issues in Physical Therapy I.**2 Credits.**

This course introduces the learner to the evolution of the physical therapy profession. Students discuss the APTA Core Values and Code of Ethics and their plans to respond to them as a student and in practice. The roles of the physical therapist and physical therapist assistant are discussed to introduce students to interprofessional collaboration. Students begin to explore the importance of using frameworks, such as the ICF for patient/client management and the impact on patient care.

Offered: Every year, Fall

PT 520. Pathophysiology I.**3 Credits.**

This course integrates material taught in the foundational courses with disease-specific content regarding the cardiovascular, pulmonary, gastrointestinal, hematological, hepatic and endocrine systems. Active learning strategies help students interpret relationships between pathophysiology and clinical presentation to make safe and effective clinical decisions within physical therapy examination and intervention strategies.

Offered: Every year, Summer

PT 523. Applied Pharmacology I.**1 Credit.**

This course enables students to identify and discuss the impact of drug therapy on patients receiving physical therapy. Students integrate this information into patient/client management. Specifically, students look at medications utilized for cardiovascular, pulmonary disease processes and pain management.

Offered: Every year, Summer Online

PT 528. Musculoskeletal I.**3 Credits.**

This course emphasizes integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions of the cervical spine and upper quadrant.

Offered: Every year, Spring

PT 528L. Musculoskeletal I Lab.**1 Credit.**

Lab to accompany PT 528.

Corequisites: Take PT 528.

Offered: Every year, Spring

PT 529. Musculoskeletal II.**3 Credits.**

This course continues to emphasize integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions of the lumbar spine and lower quadrant.

Offered: Every year, Summer

PT 529L. Musculoskeletal II Lab.**1 Credit.**

Lab to accompany PT 529.

Corequisites: Take PT 529.

Offered: Every year, Summer

PT 531. Acute Care and Cardiopulmonary Physical Therapy I.**3 Credits.**

This course provides the student with the foundational knowledge required for the management of patients with acute medical conditions with an emphasis on pulmonary, cardiac and dermatological pathologies. Integrating information from previous and concurrent coursework, students learn to examine and evaluate patients in the acute care setting, document findings and design a plan of care.

Offered: Every year, Summer

PT 531L. Acute Care Cardiopulmonary Lab I.**1 Credit.**

Lab to accompany PT 531.

Corequisites: Take PT 531.

Offered: Every year, Summer

PT 548L. Physical Agents Lab.**1 Credit.**

This course provides students with the foundational knowledge and skills to utilize therapeutic physical modalities of superficial and deep heat, cold, electrotherapy, and light to complement other therapeutic interventions to optimize patient outcomes. A case-based model is utilized to facilitate problem-solving, and integration of theory and evidence.

Offered: Every year, Spring

PT 569. Education/Community Health/Wellness.**2 Credits.**

This course provides the students with the foundational knowledge of wellness, disease prevention and health promotion within a community setting. The social determinants of health and health literacy are explored, especially as they relate to the unique role of physical therapists in community practice. Students develop an appreciation for cultural diversity and its possible influence on health behaviors and health practice.

Offered: Every year, Fall

PT 599. Independent Study.**1-3 Credits.**

Offered: As needed

PT 626. Pathophysiology II.**3 Credits.**

This course builds on information taught in the foundational sciences and is designed to provide the physical therapy student with detailed information regarding the pathologies of the central nervous system and musculoskeletal systems. The course provides the basis for interpreting abnormalities and the impact to physical therapy. The students build a qualitative and quantitative understanding of the diseases and their effects on physical therapist examination and intervention strategies.

Offered: Every year, Spring

PT 627. Applied Pharmacology II. 0-1 Credits.

This course is a continuation of Pharmacology I 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. 2 Credits.

This course integrates and builds upon knowledge acquired in the foundational curriculum to examine, evaluate and treat patients with cardiovascular and pulmonary dysfunction across the lifespan. Students prioritize examinations, select evidence-based interventions, manage lines and equipment and demonstrate competency. Medical history and hemodynamic status are interpreted to make clinical decisions for complex patients. Students explore the impact of systemic disease, endurance, medications, social support, age-appropriate care and interprofessional collaboration on patient outcomes.

Offered: Every year, Spring

PT 628L. Acute Care and Cardiopulmonary II Lab. 1 Credit.

Lab to accompany PT 628.

Offered: Every year, Spring

PT 652. Professional Issues in Physical Therapy II. 1 Credit.

Students explore and analyze current areas of growth and vision for the physical therapy profession. Topics include exploration of specialty areas within the physical therapy profession, population health, issues in social justice, and the legislative process within the APTA with emphasis on advocacy for patients and the profession.

Offered: Every year, Summer

PT 653. Neurorehabilitation I. 3 Credits.

This course presents a framework for integrating the assessment and treatment techniques appropriate for adults with various neurological conditions. Students learn assessment procedures based on evaluation of normal movement, abnormal movement and function. The course includes laboratory instruction where students develop comprehensive examination techniques, plan and prioritize appropriate goals and interventions, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 653L.

Offered: Every year, Spring

PT 653L. Neurorehabilitation I Lab. 1 Credit.

Lab to accompany PT 653.

Corequisites: Take PT 653.

Offered: Every year, Spring

PT 654. Neurorehabilitation II. 3 Credits.

This course is designed as a continuation of Neurorehabilitation I. Lecture and lab topics include continued framework development of evaluation and innovative treatment approaches for adults with various neurological conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop complex comprehensive evaluation techniques, plan appropriate treatments, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 654L.

Offered: Every year, Summer

PT 654L. Neurorehabilitation II Lab. 1 Credit.

Lab to accompany PT 654.

Corequisites: Take PT 654.

Offered: Every year, Summer

PT 657. Imaging for Physical Therapists. 2 Credits.

This course introduces the student to imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems. The integration of imaging in terms of examination, evaluation and patient management is explored within the scope of practice. The course emphasizes radiographic anatomy, common normal variants and some pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging and special techniques are discussed.

Offered: Every year, Fall

PT 658. Differential Diagnosis. 3 Credits.

This course integrates clinical experience with systems-based knowledge (musculoskeletal, cardiopulmonary, and neurologic) to develop a more complex framework for clinical decision making. Students develop methods of identifying signs and symptoms of diseases and differentiating patient presentations to render examination and referral judgments. Throughout the course, the student engages in clinical and didactic self-reflection to monitor and evaluate judgments based on patient interview and objective examination.

Offered: Every year, Spring

PT 661. Administration and Leadership in Physical Therapy. 3 Credits.

This course provides students with the theory, skills, and applications for physical therapy administration in various practice settings across the United States health care delivery system. Students explore leadership roles and responsibilities and the consultative model of physical therapy. A case-based model is utilized to facilitate problem-solving and synthesize knowledge to address contemporary health care issues.

Offered: Every year, Summer

PT 666. Capstone I. 2 Credits.

This is the first in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply foundational information about the scientific process to identify the purpose and methods of the project and write a justification including review of the literature.

Offered: Every year, Spring

PT 668. Psychosocial Aspects of Physical Disability. 2 Credits.

This course presents students with the knowledge of psychosocial dimensions that influence recovery from a physical disability. Stages of adaptation, loss and grief, motivation, confidence, and motivational interviewing techniques are explored to provide person-centered interventions for positive patient outcomes. A case-based model is used to facilitate problem solving and synthesis knowledge of psychological disorders and mental health issues in order to modify a plan of care.

Offered: Every year, Summer

PT 671. Clinical Education I.**4 Credits.**

This clinical experience is designed to facilitate the development of skill in the examination, evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients/clients, families/caregivers, and health care professionals. Prerequisites include successful completion of 3 semesters of academic coursework. HIPAA and OSHA training and CPR certification are required.

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, Summer**PT 675L. Gait Lab.****0 Credits.**

Lab to accompany PT 675.

Corequisites: Take PT 675.**Offered:** Every year, Summer**PT 676. Capstone II.****1 Credit.**

This is the second in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to implement the project, modify the project as necessary, and plan for dissemination of the outcome.

Offered: Every year, Summer**PT 679. Clinical Decision Making III.****2 Credits.**

This case-based course provides students an opportunity to synthesize and integrate information from courses completed thus far in the DPT curriculum. Students reflect on in-class cases, as well as previous clinical experiences, to examine patient-centered care within the context of different health conditions and varied personal, environmental and participation factors.

Prerequisites: Successful completion of all previously sequenced coursework.**Offered:** Every year, Summer**PT 685. Evidence in Practice.****2 Credits.**

This course provides students with the foundational skills and knowledge needed to interpret, appraise, and integrate various types of primary and secondary research to inform physical therapy practice. Through completion of online modules, assignments, and discussion, students apply this information to make evidence-informed decisions to impact patient care.

Offered: Every year, Fall**PT 730. Musculoskeletal III.****2 Credits.**

This course is designed as a continuation of musculoskeletal I and II.

Lecture and lab topics include continued framework development of evaluation and contemporary treatment approaches including thrust manipulation for clients with various musculoskeletal conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop comprehensive examination techniques, implement appropriate interventions, and hypothesize outcomes through case-based modeling.

Offered: Every year, Fall**PT 730L. Musculoskeletal III Lab.****1 Credit.**

Lab to accompany PT 730.

Offered: Every year, Fall**PT 736. Pediatric Rehabilitation.****3 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.****1 Credit.**

Lab to accompany PT 736.

Offered: Every year, Fall**PT 744. Physical Therapy Skills Elective.****2 Credits.**

This course is a required therapy skills course in which students choose topics focusing on specific areas of concentration or advanced skill.

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. Students take two sections of electives.

Offered: Every year, Fall**PT 759. PBL Advanced Clinical Decision-Making.****3 Credits.**

This course features problem-based learning activities and education theories to assist students in continuing to refine and employ their cognitive framework for Physical Therapy practice. The class includes integration and synthesis of client information from all areas of PT practice. Students analyze their clinical decision making within the context of case-based problem solving, evidence informed practice, and formulation of client-centered plans of care along the continuum of care.

Offered: Every year, Fall**PT 767. Capstone III.****2 Credits.**

This is the third in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to complete project and disseminate the outcome through a presentation and a written report.

Offered: Every year, Fall

PT 769. Advanced Clinical Decision Making. 2 Credits.

This course features problem-based learning activities and education theories to assist students in continuing to refine and employ their cognitive framework for Physical Therapy practice. The class includes integration and synthesis of client information from all areas of PT practice. Students analyze their clinical decision making within the context of case-based problem solving, evidence informed practice, and formulation of client-centered plans of care along the continuum of care.

Prerequisites: Successful completion of all previously sequenced coursework.

Offered: Every year, Fall

PT 781. Clinical Internship II. 6 Credits.

This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework and PT 671: Clinical Education Experience I. HIPAA and OSHA training and CPR certification are required.

Offered: Every year, Spring

PT 782. Clinical Internship III. 6 Credits.

This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework, PT 671: Clinical Education Experience I, and PT 781: Clinical Education Experience II. HIPAA and OSHA training and CPR certification are required.

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 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.

Corequisites: Take PY 520L.

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 518. Physical Diagnosis. 3 Credits.

This lecture course presents the techniques for performing a complete and competent physical examination with an understanding of the pathophysiology presented by the patient. Along with the comprehensive complete physical examination, students learn the problem-oriented physical examination as well as special examination tools and techniques. Synthesis of historical and physical presentations for an accurate evaluation of the patient are emphasized.

Prerequisites: Take PY 503.

Corequisites: Take PY 518L.

Offered: Every year, Fall

PY 518L. Physical Diagnosis Lab. 1 Credit.

This laboratory/pre-clinical clerkship course presents and explores the techniques for performing a complete and competent physical examination and organizing and reporting the findings in both written and oral format. The pre-clinical clerkships allow the student to gain experience and develop confidence in approaching patients prior to entering the clinical year. Instructional techniques include small group discussion, practical experience with other students and patients, and the observation and critique of physical examination, write-ups and oral presentations.

Prerequisites: Take PY 503.

Corequisites: Take PY 518.

Offered: Every year, Fall

PY 519. Human Anatomy. 3 Credits.

This lecture experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. 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 and review online reusable learning modules while making connections to concepts encountered in PY 519L.

Offered: Every year, Summer

PY 519L. Human Anatomy Lab. 1 Credit.

This lab experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. Approach to the material is both regional and systemic. To meet the instructional goals and objectives, students complete full cadaveric dissections and a self-study osteology review.

Corequisites: Take PY 519.

Offered: Every year, Summer

PY 520L. Clinical Decision Making. 1 Credit.

The purpose of this course is to reinforce materials taught in Principles of Internal Medicine and to provide clinical correlations by working through a case scenario, in either a simulation or seminar setting. Students develop critical thinking skills by working through a history, physical exam, laboratory tests and diagnostic studies, and developing a differential diagnosis for each case, which leads to a diagnosis so that the student can formulate a treatment plan.

Prerequisites: Take PY 501, PY 519, PY 519L.

Corequisites: Take PY 506.

Offered: Every year, Fall

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 are 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. 3 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 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

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 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 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

Social Work (SW)

SW 500. Generalist Field Education Practicum I. 3 Credits.

This is the first of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 501.

Offered: Every year, Fall

SW 501. Social Work Practice I: Social Work Practice with Individuals and Families. 3 Credits.

This is the first semester of the generalist practice sequence. Social Work Practice I provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent generalist social work practice with individuals and families. Skills taught in this course are interviewing, problem identification, problem exploration, formulating the presenting complaint, data gathering, differential assessment, planning, beginning intervention, termination, and evaluation.

Corequisites: Take SW 500. Take SW 511 or SW 506.

Offered: Every year, Fall

SW 502. Generalist Field Education Practicum II. 3 Credits.

This is the second of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 503.

Offered: Every year, Spring

SW 503. Social Work Practice II: Social Work Practice with Groups, Organizations and Communities. 3 Credits.

This is the second semester of the generalist practice sequence. Social Work Practice II provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent social work practice with groups, organizations and communities. There is special attention given to vulnerable and disenfranchised populations.

Prerequisites: Take SW 501.

Corequisites: Take SW 502.

Offered: Every year, Spring

SW 504. Social Welfare and Social 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 covers the formation of the social work profession and its role in the creation and implementation of social policy and its tradition of advocacy, social action, and reform. Students take steps to engage in policy practice to advance social and economic justice.

Offered: Every year, Fall

SW 505. Social Work Research. 3 Credits.

The purpose of this course is to provide the generalist MSW student with a solid foundation in social work research, with an emphasis on evidence-based practice. As consumers and producers of research, social workers need to understand the core concepts of scientifically sound and rigorous research. Students become prepared to critically evaluate the research and learn to synthesize empirical research into a systematic review. The impact of bias in research is identified.

Offered: Every year, Fall

SW 507. Issues of Diversity and Oppression. 3 Credits.

This course examines the dynamics of racism and other forms of oppression in society and within us, and how those dynamics are intertwined with policy and practice. The course places oppression in the economic, political and social context of the U.S. Students analyze racism, sexism and ethnocentrism as they operate at the individual, community and institutional levels. The course aims to increase self-awareness and cultural humility for social work practice.

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-V). They develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness.

Prerequisites: Take SW 500, SW 501.

Offered: Every year, Spring

SW 511. Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families. 3 Credits.

Using a person-in-environment framework, this course provides an understanding of the relationship between the major theories of individual and family functioning among biological, social, psychological and spiritual dimensions as they affect and are affected by human behavior and family life. Students examine the role that culture and intersectionality play in human development, within the context of biological and social systems, psychodynamic, ecological, social constructionist, humanistic, cognitive and behavioral theories.

Offered: Every year, Fall

SW 512. Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities. 3 Credits.

Using an ecosystems framework, this course provides an understanding of the major theories that explain the structures, functions, and dynamics of groups, organizations and communities. Students master core ideas of theories that provide the conceptual base for engaging in interventions that occur in the macro social environment. The course focuses on utilizing theories that promote empowerment of key stakeholders within groups, organizations and communities and that address social and economic injustice.

Offered: Every year, Spring

SW 600. Specialized Practice Field Education Practicum in Health/Behavioral Health I. 4 Credits.

This specialized practice field placement is the first of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 601.

Offered: Every year, Fall

SW 601. Social Work Practice III: Specialized Clinical Social Work Practice. 3 Credits.

This course focuses on clinical perspectives associated with social work in various fields of practice, particularly behavioral health consultation in the health care system. Skills to be acquired include how to make comprehensive psychosocial assessments and treatment plans for clients according to particular treatment perspectives. Multicultural applications for practice are incorporated. Attention is given to developing students' ability to apply ethical standards to clinical practice.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 600.

Offered: Every year, Fall

SW 602. Specialized Practice Field Education Practicum in Health/Behavioral Health II. 4 Credits.

This specialized practice field placement is the second of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 603.

Offered: Every year, Spring

SW 603. Social Work Practice IV: Specialized Organizational Social Work Practice. 3 Credits.

This course is designed to expand students' knowledge and understanding of human service organizations and to provide approaches for designing and managing programs. Students are exposed to various organizational and management theories and practices. In addition, emphasis is placed on organizational practice within the field of behavioral health in primary care settings.

Prerequisites: All generalist curriculum courses and SW 601.

Corequisites: Take SW 602.

Offered: Every year, Spring

SW 604. Evaluation Research Work Programs and Practice. 2 Credits.

This course focuses on the necessity of program evaluation for agency accountability and for improving services for clients. The course provides an overview of the methods of program evaluation and builds upon learned research knowledge for elaborating on the conceptual, methodological and administrative aspects of evaluation research. Students gain knowledge on how to utilize evaluation studies to inform their own practice at the micro and mezzo levels.

Prerequisites: All generalist curriculum courses.

Offered: Every year, Fall

SW 605. Integrative Seminar/Capstone Project. 2 Credits.

This course requires students to integrate core areas of generalist and specialized practice knowledge to a current issue relevant for social work practice. Students research human behavior theory, innovative evidence-based practice, policy and advocacy, as well as the latest data on health/behavioral health promotion to disseminate strategies for ameliorating the negative impact of a social problem on a specific marginalized population.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

Offered: Every year, Spring

SW 611. Social Work in Health-Related Settings. 3 Credits.

This specialized practice MSW course focuses on the roles and functions of social workers serving clients in a rapidly changing health and behavioral health care industry. A strengths-based, family-centered and culturally sensitive approach to practice in a variety of health and behavioral health care settings is presented.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602.

Offered: Every other year, Spring

SW 612. Social Work Practice in Child Welfare and Behavioral Health Settings. 3 Credits.

This specialized practice social work course focuses on the characteristics, strengths and service needs of families and children in the child welfare, behavioral health and juvenile justice systems. It examines issues and builds practice skills related to those facing separation, reunification, effects of traumatic experiences, and mental health concerns.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602.

Offered: Every other year, Spring

SW 613. Social Work Practice in Schools. 3 Credits.

This specialized practice social work course presents knowledge and skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct practice, to school and district level programming and policy, to partnering with community stakeholders to advance programming and policy.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

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.

Prerequisites: All generalist curriculum courses.

Offered: Every other year, Spring

SW 622. Multicultural Practice in Communities and Organizations. 3 Credits.

This specialized 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: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 623. Child and Family Social Services Policy. 3 Credits.

This specialized practice MSW course provides a perspective on public and private sector social policies and service programs for children and families. The course includes topics related to policy objectives; history and values underpinning services; administration, economics, and funding of services; politics, interest group activities, and evaluation of policy and programs. The course builds on the evaluative concepts of social policy analysis included in the generalist policy course.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 630. Clinical Social Work with Military Service Members and Families. 3 Credits.

This specialized clinical elective provides 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. 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: All generalist curriculum courses.

Offered: As needed, Spring and Summer

SW 633. Clinical Social Work Practice and Stress Management Techniques. 3 Credits.

The psychological, physiological and sociocultural aspects of stress are taught in this specialized 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: All generalist curriculum courses.

Offered: As needed, Fall

SW 634. Clinical Social Work with Substance Abuse and Addictive Behaviors Abuse and Addictive Behaviors. 3 Credits.

This course teaches the specialized practice social work student the theories and concepts of addiction. Students learn about the current research and approaches to counseling the chemically dependent client and/or family member, as well as the role of relevant systems, and how the addictive behavior affects these systems. The course emphasizes the application of social work values and ethics in the delivery of addiction services.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 635. Clinical Social Work Evidence-Based Treatment With Children and Adolescents. 3 Credits.

This specialized elective course provides students with a framework for understanding evidence-based mental health treatment with children and adolescents. Students become familiar with the most commonly used EBTs in the field 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. Individual, family and group treatment are addressed.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 636. Clinical Social Work in Relation To Death, Dying, Bereavement and Life-Threatening Illness. 3 Credits.

This specialized elective 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: All generalist curriculum courses.

Offered: As needed, Fall

SW 640. Clinical Social Work Practice with Adult Trauma. 3 Credits.

This specialized clinical elective focuses on the conceptual theories of trauma from cognitive/behavioral, psychodynamic and attachment theory perspectives. Emphasis is on the role of gender, race, ethnicity and culture in individuals' responses to trauma. Students apply diagnoses, assessment, psycho-education, stress management, affect regulation and emotional processing as core treatment components. The course includes application to selected groups, including adult survivors of complex PTSD such as sexual abuse, combat trauma and survivors of acute incident trauma.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Spring

SW 698. Community-Based Service Learning Semina. 3 Credits.

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.

The subject varies based on faculty and student interests.

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.

Prerequisites: Take SP 302.

Offered: As needed

SP 510. Beginning Spanish for Health Professions. 3 Credits.

This online language course is targeted to students with limited or no experience using the Spanish language in health care settings. The course will address the needs of students and professionals who work in clinical settings that require a basic level of communication with Spanish-speaking patients and their families. The course facilitates the development of basic speaking, listening, reading, and writing skills with emphasis on oral and aural abilities. Students will acquire essential vocabulary and phrases as well as an understanding of basic grammatical structures and intercultural awareness. Prerequisite: Heritage language experience or 2 semesters of college Spanish or 3 years of high school Spanish. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.

Offered: Every year, Summer Online

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 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, Calderón de la Barca, Garcilaso and Góngora.

Offered: Every Third Year, Spring

SP 551L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Spring

SP 552L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Fall

SP 553L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Summer

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 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.

Offered: Every year, All

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.

Prerequisites: Take ED 341 or ED 571;

Corequisites: Take ED 452L.

Offered: Every year, Fall and Spring

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?

Offered: Every year, All

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.

Offered: Every year, All

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, Fall and Spring

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, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment.**4 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, Summer

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, Fall and Summer

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. 4 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. (Elective)

Offered: Every year, Fall and Spring

SPED 576. Designing and Utilizing Assistive Learning Technologies. 1-3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches. (Elective)

Offered: Every year, Fall and Spring

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 coursework, candidates choose a single primary designation from the student(s) IEP for their Practicum. From that IEP, they select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum. Prerequisite: Qualifying employment in a school for the duration of the Practicum.

Offered: Every year, Fall

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 one or more students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different primary disability than they chose for SPED 579. In addition to coursework, candidates must select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Prerequisites: Successful completion of SPED 579 Practicum I. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum

Prerequisites: Successful completion of SPED 579 Practicum I.

Offered: Every year, Spring

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.

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.

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 520. Sports Public Relations.****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 other year, Fall**STC 521. 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.

Offered: Every other year, Fall**STC 522. Nonprofit Public Relations.****3 Credits.**

This course is appropriate for students who want to learn how to develop and implement comprehensive public relations campaigns for nonprofit organizations. It highlights the structures and nuances of the various types of NPOs and examines case studies and present-day scenarios. The course requires the development of a public relations campaign, and culminates in crafting a case study assessing the effectiveness of an assigned NPO's public relations campaign.

Offered: Every other year, Fall**STC 523. 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.

Offered: Every year, Spring**STC 525. Financial Communications and Business.****3 Credits.**

This course provides students with a holistic view of public relations and corporate communications management, as well as strategic planning for organizational change and growth. It covers various styles and functions of management and leadership theory and introduces key principles of marketing, branding, risk management, ethics, and finance. Throughout the course, students develop the ability to work between crucial agency organizational departments.

Offered: Every other year, Spring**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 credits in the program. The capstone project is a personally designed, independently conducted activity, enabling students to further their knowledge/skill in one or more of the course topics that students have found especially interesting or beneficial. 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 and Strategy. 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 Sarbannes-Oxley are covered.

Offered: As needed

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