University of Bridgeport

2016-2018 CATALOG

126 PARK AVENUE, BRIDGEPORT, CT 06604

1-800-EXCEL-UB
E-mail: admit@bridgeport.edu
Fax: (203) 576-4941
Website: www.bridgeport.edu
The University of Bridgeport admits students regardless of sex, race, color, creed, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the University. The University of Bridgeport does not discriminate on the basis of gender, sexual orientation, age, race, color, national or ethnic origin, creed, political affiliation, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University administered programs. The University of Bridgeport is an equal opportunity employer.

The policies and procedures stated in this Catalog, as well as the online version, are subject to change without prior notice. This includes curriculum modifications and academic policies. The Catalog is intended to provide general information and does not create either an express or implied contract with any person. When policies or procedures are modified, the University will endeavor to revise the online version as soon as feasible, and students and faculty should refer to the 2016-2018 catalog on the UB website for most updated information. The University reserves the right in its exclusive discretion to add, modify, delete, deviate from, or amend the provisions of the Catalog at any time.

Catalog of the University of Bridgeport, September 1, 2016.

Published by the University of Bridgeport.
Postage paid Bridgeport, Connecticut.
President’s Message

Welcome to the University of Bridgeport! You are about to become part of one of America’s truly unique institutions of higher learning. As the University’s President, I travel quite often and enjoy telling people about the “UB advantage.”

Our students embark upon a journey that will prepare them for a career and also prepare them to better understand the world and their place in it. Here at UB we have students from 81 different countries and 45 states. Nowhere in America will you find so many students from so many different countries and in so intimate a campus setting.

Whether you come to UB to acquire a high quality liberal arts education, study international public service, you will begin to interact with people from all corners of the world. The average class size of 16 students helps ensure that every student gets the necessary attention from the professors as well as a chance to participate in exciting, challenging discussions. The cross-fertilization of cultures and ideas is an everyday experience for our students and creates what biologists call “hybrid vigor.”

Whether you come to UB to acquire a high quality liberal arts education, a knowledge of computer science and engineering, academic training in business, the arts or the healing sciences, you will certainly leave here with more than that. You will have the opportunity to gain a global perspective on world issues and cultures.

We at the University of Bridgeport believe that the object of education, beyond career training, is character development. We encourage our students to involve themselves in one of our many student clubs, a theater production, student government or community service. It is often in these extracurricular activities one has the opportunity to explore and develop as yet untapped aspects of our character.

The hallmark of a truly educated person is one who applies their knowledge to serving their community. That is what I call the “UB experience.”

It is our sincere hope that you will come to call UB your home. Our beautiful campus, located in historic New England, has a proud 8 decade long tradition of educating students who have made a difference in the world. We encourage our students to take advantage of the many opportunities afforded them here on campus and in the region. We hope they also take the time to explore nearby New York City’s many cultural offerings.

Enrollment begins a lifelong association with UB, first as students and later as loyal alumni. I always appreciate your feedback and look forward to getting to know you.

Sincerely,

Neil Albert Salonen
Correspondence

Mailing Address

UNIVERSITY OF BRIDGEPORT
Bridgeport, Connecticut 06604
Telephone Number: 203-576-4000
Toll Free in CT: 1-800-972-9488
Toll Free in NY, NJ, PA, MA, NH, VT, Ri: 1-800-243-9496
Specific inquiries should be addressed as follows:

ADMISSIONS INFORMATION
Office of Admissions
126 Park Avenue
Bridgeport, CT 06604
1-800-EXCEL-UB (1-800-392-3582)
(203) 576-4552
Fax: (203) 576-4941
E-mail: admit@bridgeport.edu

COLLEGE OF CHIROPRACTIC
ADMISSIONS
(888) UB-CHIRO
E-mail: chiro@bridgeport.edu

COLLEGE OF NATUROPATHIC MEDICINE ADMISSIONS
(203) 576-4108
E-mail: natmed@bridgeport.edu

ACUPUNCTURE INSTITUTE ADMISSIONS
(203) 576-4109
E-mail: acup@bridgeport.edu

BILLING INFORMATION AND PAYMENTS
Bursar (203) 576-4472
Fax: (203) 576-4581
E-mail: bursar@bridgeport.edu

SCHOLARSHIPS AND STUDENT FINANCIAL SERVICES
(203) 576-4568
Fax: (203) 576-4570
E-mail: finaid@bridgeport.edu

STUDY ABROAD
(203) 576-4699
E-mail: studyabroad@bridgeport.edu

STUDENT DEVELOPMENT
Dean of Students
(203) 576-4393
Fax: (203) 576-4394
E-mail: deanofstudents@bridgeport.edu

COUNSELING SERVICES
(203) 576-4175
Fax: (203) 576-4200
E-mail: counseling@bridgeport.edu

TRANSCRIPTS AND ACADEMIC RECORDS
Office of the Registrar
(203) 576-4634
Fax: (203) 576-4941
E-mail: registrar@bridgeport.edu
For more information specific to one of the colleges or divisions, you may write or call the appropriate dean or director.

ACADEMIC RESOURCE CENTER
(203) 576-4290
E-mail: arc@bridgeport.edu

ACUPUNCTURE INSTITUTE
(203) 576-4122
E-mail: acup@bridgeport.edu

COLLEGE OF CHIROPRACTIC
(203) 576-4279
Fax: (203) 576-4351
E-mail: chiro@bridgeport.edu

COLLEGE OF NATUROPATHIC MEDICINE
(203) 576-4108
Fax: (203) 576-4941
E-mail: natmed@bridgeport.edu

COLLEGE OF PUBLIC AND INTERNATIONAL AFFAIRS
(203) 576-4966
Fax: (203) 576-4967
E-mail: ubcpia@bridgeport.edu

ENGLISH LANGUAGE INSTITUTE
(203) 576-4860
Fax: (203) 576-4861
E-mail: esl@bridgeport.edu

FONES SCHOOL OF DENTAL HYGIENE
(203) 576-4138
Fax: (203) 576-4220
E-mail: fones@bridgeport.edu

NUTRITION INSTITUTE
(203) 576-4667
E-mail: nutrition@bridgeport.edu

PHYSICIAN ASSISTANT INSTITUTE
(203) 576-2399
Fax (203) 576-2400
E-mail: cervonka@bridgeport.edu

SCHOOL OF ARTS AND SCIENCES
(203) 576-4271
Fax Number: (203) 576-4051
E-mail: artsandsciences@bridgeport.edu

SCHOOL OF PROFESSIONAL STUDIES
IDEAL PROGRAM
(203) 576-4800
E-mail: idealinfo@bridgeport.edu
www.bridgeport.edu/ideal

GLI - GLOBAL LEARNING INITIATIVES
(203) 576-4851
E-mail: ubonline@bridgeport.edu

UB STAMFORD CENTER
5 Riverbend Drive
Stamford, CT 06907-4585
(203) 358-0700
Fax: (203) 967-3735
E-mail: ubstamford@bridgeport.edu

UB WATERBURY CENTER
(203) 576-4851
E-mail: ubwaterbury@bridgeport.edu

ERNEST C. TREFZ SCHOOL OF BUSINESS
(203) 576-4384
Fax: (203) 576-4388
E-mail: mba@bridgeport.edu

SCHOOL OF EDUCATION
(203) 576-4219
Fax: (Dean): (203) 576-4102
E-mail: education@bridgeport.edu

SCHOOL OF ENGINEERING
(203) 576-4111
Fax Number: (203) 576-4766
E-mail: engr@bridgeport.edu

For all other information, Call (203) 576-4000
# Table of Contents

1 General Information Section

2 Introduction

5 Admissions

10 Tuition, Fees and Other Expenses

15 Student Financial Services

22 Student Affairs

26 Academic Regulations and Procedures

34 The Core Curriculum

35 Cooperative Education and Internships

36 University Library

37 Office of Internationalization

38 The Martial Arts Institute

39 Support Services

40 Global Learning Initiatives

41 Schools and Professional Programs Section

42 School of Arts and Sciences

45 Ernest C. Trefz School of Business

47 School of Education

50 School of Engineering

53 College of Public and International Affairs

55 Shintaro Akatsu School of Design (SASD)

57 Division of Health Sciences

58 Acupuncture Institute

73 College of Chiropractic

81 College of Naturopathic Medicine

88 Fones School of Dental Hygiene

92 Nutrition Institute

96 Physician Assistant Institute

100 School of Nursing

101 School of Professional Studies

102 The English Language Institute (ELI)

103 Ernest C. Trefz Center for Venture Management and Entrepreneurial Studies

104 Pre-Professional Programs

105 Pre-Professional Programs for Chiropractic

107 Pre-Professional Programs for Naturopathic Medicine

108 Graduate Studies Division

113 Undergraduate Degree Programs Section

114 Accounting (B.S.)

116 Biology (B.A., B.S.)

118 Business Administration (A.A.)

119 Business Administration (B.S.)

121 Computer Engineering (B.S.)

123 Computer Science (B.S.)

125 Criminal Justice and Human Security (B.A.)

126 Dental Hygiene (A.S.)

128 Dental Hygiene (B.S.)

129 Dental Hygiene - Online (B.S.)

130 Electrical Engineering (B.S.)

132 English (B.A.)

134 English (B.S.)

136 Fashion Merchandising (A.A.)

137 Fashion Merchandising (B.S.)

139 Finance (B.S.)

140 General Studies (A.A.)

141 General Studies (A.S.)

142 General Studies (B.S.)

143 Graphic Design (B.F.A.)

145 Health Sciences (B.S.)

148 Human Services (B.S.)

149 Industrial Design (B.S.)

151 Interior Design (B.S.)

153 International Business (B.S.)

154 International Political Economy and Diplomacy (B.A.)

156 Literature and Civilization (B.A.)

158 Management and Industrial Relations (B.S.)

159 Marketing (B.S.)

160 Martial Arts Studies (B.A.)

162 Mass Communication (B.A.)

164 Mathematics (B.A.)

165 Mathematics (B.S.)

166 Mechanical Engineering (B.S.)

168 Medical Laboratory Science (B.S.)

170 Music (B.M.)

172 Nursing (B.S.N.)

174 Professional Studies (B.S.)

176 Psychology (B.S.)

177 Religion and Politics (B.A.)

179 Social Sciences (B.A.)

181 Graduate Degree Programs Section

58 Acupuncture (M.S.)

82 Analytics and Systems (M.S.)

84 Biology (M.A./M.S.)

86 Biomedical Engineering (M.S.)

87 Business Administration (M.B.A.)

88 Chinese Herbology (M.S.)

73 Chiropractic (D.C.)

189 Computer Engineering (M.S.)

190 Computer Science (M.S.)

221 Computer Science and Engineering (Ph.D.)

211 Counseling (M.S.)

88 Dental Hygiene (M.S.)

194 Design Management (M.P.S.)

195 East Asian and Pacific Rim Studies (M.A.)

197 Education (M.S., 6th Year Certificate)

202 Education (6th Year Certificate) in Elementary or Secondary Education Remedial Reading and Remedial Language Arts

204 Education (6th Year Certificate) with Reading and Language Arts Consultant

206 Educational Administration and Supervision (6th Year Certificate)

207 Educational Leadership (E.L.D.)

209 Electrical Engineering (M.S.)

210 Finance (M.S.)

212 Global Development and Peace (M.A.)

214 Global Media and Communication Studies (M.A.)

216 Health Sciences (D.H.Sc.)

92 Human Nutrition (M.S.)

218 Mechanical Engineering (M.S.)

81 Naturopathic Medicine (N.D.)

96 Physician Assistant (M.S.)

220 Technology Management (M.S.)

58 Traditional Chinese Medicine (M.S.)

223 Technology Management (Ph.D.)

229 Undergraduate Courses of Instruction Section

230 Courses of Instruction
# Table of Contents

287  Graduate Courses of Instruction Section
288  Courses of Instruction

373  Faculty Section
374  Faculty
382  Faculty Emeriti

383  Administration Section
386  Administration
390  Alumni Association
391  Student Right-to-Know and Campus Security Acts and FERPA
393  Map to the University of Bridgeport
394  Directions to the University of Bridgeport
395  Campus Map
396  Index
Academic Calendar

**Fall Semester 2016**

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, August 29  
*Classes Begin*

Monday, September 5  
*No Classes—Labor Day*

Wednesday–Sunday, November 23–27  
*Thanksgiving Recess—No Classes*

Friday, December 9  
*Last Day of Classes*

Monday–Friday, December 12–16  
*Final Examination Week*

Monday, December 19  
*Final Grades Due (Undergraduate/Graduate)*

---

**Spring Semester 2017**

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, January 16  
*Martin Luther King Day  
—No Classes/Offices Closed*

Tuesday, January 17  
*Classes Begin*

Sunday–Sunday, March 12–19  
*Spring Break—No Classes*

Friday, April 28  
*Last Day of Classes*

Monday–Friday, May 1–5  
*Final Examination Week*

Saturday, May 6  
*Commencement*

Monday, May 8  
*Final Grades Due (Undergraduate/Graduate)*
Academic Calendar

Fall Semester 2017

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, August 28
Classes Begin

Monday, September 4
No Classes—Labor Day

Wednesday–Sunday, November 22–26
Thanksgiving Recess - No Classes

Friday, December 8
Last Day of Classes

Monday–Friday, December 11–15
Final Examination Week

Monday, December 18
Final Grades Due (Undergraduate/Graduate)

Spring Semester 2018

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, January 15
Martin Luther King Day
—No Classes/Offices Closed

Tuesday, January 16
Classes Begin

Sunday–Sunday, March 11–18
Spring Break - No Classes

Friday, April 27
Last Day of Classes

Monday–Friday, April 30–May 4
Final Examination Week

Saturday, May 5
Commencement

Monday, May 7
Final Grades Due (Undergraduate/Graduate)
Health Sciences Academic Calendar

**Fall Semester 2016**

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, August 15  
*Classes Begin for Health Sciences*

Monday, September 5  
*No Classes—Labor Day*

Wednesday–Sunday, November 23–27  
*Thanksgiving Recess—No Classes*

Friday, December 9  
*Last Day of Classes*

Sunday, December 4  
*UB, College of Chiropractic Graduation*

Monday–Friday, December 12–16  
*Final Examination Week*

Monday, December 19  
*Final Grades Due*

**Spring Semester 2017**

(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, January 9  
*Classes Begin for Health Sciences*

Monday, January 16  
*No Classes—Martin Luther King Day*

Sunday–Sunday, March 12–19  
*Spring Break—No Classes*

Friday, May 12  
*Last Day of Classes for Health Sciences*

Monday–Friday, May 15–19  
*Final Examination Week for Health Sciences*

Sunday, May 7  
*Commencement for Health Sciences*

Monday, May 22  
*Final Grades Due*
Health Sciences Academic Calendar

Fall Semester 2017
(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, August 14
Classes Begin for Health Sciences

Monday, September 4
No Classes—Labor Day

Wednesday–Sunday, November 22–26
Thanksgiving Recess—No Classes

Friday, December 8
Last Day of Classes

Sunday, December 3
UB, College of Chiropractic Graduation

Monday–Friday, December 11–15
Final Examination Week

Monday, December 18
Final Grades Due

Spring Semester 2018
(Every effort is made to ensure the accuracy of the information contained in the Academic Calendar, but the University of Bridgeport reserves the right to make changes without prior notice.)

Monday, January 8
Classes Begin for Health Sciences

Monday, January 15
No Classes—Martin Luther King Day

Sunday–Sunday, March 11–18
Spring Break—No Classes

Friday, May 11
Last Day of Classes for Health Sciences

Monday–Friday, May 14–18
Final Examination Week for Health Sciences

Sunday, May 6
Commencement for Health Sciences

Monday, May 21
Final Grades Due
Programs of Study

Undergraduate Programs

FONES SCHOOL OF DENTAL HYGIENE
Dental Hygiene (A.S., B.S.)
Dental Hygiene – Online (B.S.)

SCHOOL OF ARTS AND SCIENCES
Biology (B.A., B.S.)
English (B.A., B.S.)
  Creative Writing
  Literature
Fashion Merchandising (A.A., B.S.)
General Studies (A.A., A.S.)
General Studies (B.S.)
  Business Studies
  Health Sciences
  Humanities
  Natural Sciences and Mathematics
  Science, Engineering and Computer Related Fields
  Social Sciences
Gerontology (Cert)
Health Sciences (B.S.)
  Community Health Education
  Exercise & Fitness
  Nutrition
Pre-Professional Programs
  Pre-Acupuncture
  Pre-Chiropractic
  Pre-Dental
  Pre-Medicine
  Pre-Naturopathic Medicine
  Pre-Nursing
  Pre-Pharmacy
  Pre-Physician Assistant
  Pre-Veterinary
Human Services (B.S.)
Literature and Civilization (B.A.)
  Creative Writing
  English
  History
  Philosophy
Mathematics (B.A., B.S.)
Medical Laboratory Science (B.S.)
Medical Laboratory Science (Cert)
Music (B.Mus.)
  Music Business
  Music Education
  Music Performance
Professional Studies (B.P.S.)
  Organizational Leadership and Change
  Healthcare Administration
  Human Resource Administration
Psychology (B.S.)

ERNEST C. TREFZ SCHOOL OF BUSINESS
Accounting (B.S.)
Business Administration (A.A., B.S.)
Finance (B.S.)
International Business (B.S.)
Management & Industrial Relations (B.S.)
Marketing (B.S.)
Human Resource Management (Cert)

SCHOOL OF ENGINEERING
Computer Engineering (B.S.)
Computer Science (B.S.)
Electrical Engineering (B.S.)
Mechanical Engineering (B.S.)

COLLEGE OF PUBLIC AND INTERNATIONAL AFFAIRS
Criminal Justice and Human Security (B.A.)
  Comparative Justice
  Criminology
  Human Security
Criminal Justice (Cert)
International Political Economy and Diplomacy (B.A.)
  Americas Studies
  Asia-Pacific Studies
  Middle East Studies
  Peace and Development Studies
Martial Arts Studies (B.A.)
  Judo
  Tae Kwan Do
  Tai Ji
Mass Communication (B.A.)
  Advertising
  Communication
  Fashion Journalism
  International Communication
  Journalism
  Public Relations
  Sports Journalism
Social Sciences (B.A.)
  Criminal Justice
  History
  International Studies
  Political Science
  Pre-Law
  Psychology
  Sociology
Religion and Politics (B.A.)
  East Asian Religion and Society
  Islamic Religion and Society
  Judeo-Christian Thought and Society

SHINTARO AKATSU SCHOOL OF DESIGN
Graphic Design (B.F.A.)
  New Media
  Industrial Design (B.S.)
  Interior Design (B.S.)

SCHOOL OF NURSING
Nursing (B.S.N.)
  Pre-Nursing Curriculum
  Traditional BSN
  Nursing: RN to BSN

SCHOOL OF PROFESSIONAL STUDIES
Professional Studies (B.S.)
  Healthcare Administration
  Human Resource Administration
  Organizational Leadership and Change

xxvii
Programs of Study

**Graduate Programs**

**SCHOOL OF ARTS AND SCIENCES**
- Counseling (M.S.)
  - Clinical Mental Health Counseling
  - Student Personnel
- Counseling (6th Year)
- Health Sciences (D.H.Sc.)

**ERNEST C. TREFZ SCHOOL OF BUSINESS**
- Analytics and Systems (M.S.)
- Business Administration (M.B.A.)
  - Accounting
  - Accounting/CPA Track
  - Analytics Intelligence
  - Entrepreneurship
  - Finance
  - Human Resources Management
  - International Business
  - Management
  - Marketing
- Business Administration – Online (M.B.A.)
- Finance (M.S.)

**SCHOOL OF EDUCATION**
- Elementary Education (M.S.)
- Secondary Education (M.S.)
- Elementary Education (C.A.S.-6th Year)
- Secondary Education (C.A.S.-6th Year)
- Educational Administration and Supervision (C.A.S.-6th year)
- Remedial Reading and Remedial Language Arts (C.A.S.-6th Year)
- Educational Leadership (Ed.D.)

**SCHOOL OF ENGINEERING**
- Biomedical Engineering (M.S.)
- Computer Engineering (M.S.)
- Computer Science (M.S.)
- Electrical Engineering (M.S.)
- Mechanical Engineering (M.S.)
- Technology Management (M.S.)
  - Bio-Technology Management
  - Global Program & Project Management
  - Manufacturing Management
  - New Product Development, Management and Commercialization
  - Quality Management & Continuous Improvement
  - Supply Chain, Logistics and Service Management
- Computer Science and Engineering (Ph.D.)
- Technology Management (Ph.D.)

**COLLEGE OF PUBLIC AND INTERNATIONAL AFFAIRS**
- East Asian Pacific Rim Studies (M.A.)
- Global Communication
- Global Management
- International Political Economy and Development
- Negotiation and Diplomacy
- Global Development and Peace (Grad Certificate)
- Global Development and Peace (M.A.)
  - Conflict Analysis and Resolution
  - Global Communication
  - Global Management
  - International Political Economy and Development
- Global Media and Communication Studies Studies (M.A.)
- Global Communication
- New Media Communication

**SHINTARO AKATSU SCHOOL OF DESIGN**
- Design Management (M.P.S.)

For graduate degree interdisciplinary concentrations and professional certificates please see the GRADUATE STUDIES DIVISION of this Catalogue.

**Health Sciences Programs**

**ACUPUNCTURE INSTITUTE**
- Acupuncture (M.S.)
- Chinese Herbology (M.S.)
- Traditional Chinese Medicine (M.S., D.TCM)

**COLLEGE OF CHIROPRACTIC**
- Chiropractic (D.C.)

**COLLEGE OF NATUROPATHIC MEDICINE**
- Naturopathic Medicine (N.D.)

**FONES SCHOOL OF DENTAL HYGIENE**
- Dental Hygiene (M.S.)
  - Dental Hygiene Administration and Management
  - Dental Hygiene Education
  - Dental Hygiene Practice
  - Dental Public Health

**NUTRITION INSTITUTE**
- Nutrition (M.S.)

**PHYSICIAN ASSISTANT INSTITUTE**
- Physician Assistant (M.S.)
General Information
Mission

The University of Bridgeport offers career-oriented undergraduate, graduate, and professional degrees and programs for people seeking personal and professional growth. The University promotes academic excellence, personal responsibility and commitment to service. Distinctive curricula in an international, culturally diverse supportive learning environment prepare graduates for life and leadership in an increasingly interconnected world. The University is independent and non-sectarian.

History

The University of Bridgeport was founded in 1927 as the Junior College of Connecticut — the first junior college chartered by any legislature in the northeastern states. The college had as its purpose, in the words of the founders, to develop in students a point of view and a habit of mind that promotes clear thinking and sound judgment in later professional and business experience. Although UB has changed in many ways since then, this commitment to student preparation and community service remains central to its mission.

The Junior College of Connecticut became the University of Bridgeport in 1947, when the State of Connecticut chartered the institution as a four-year university with authority to grant the baccalaureate degree. By that time, the former Barnum estate at Seaside Park had been purchased and growth in students, faculty, programs and buildings was rapid. The College of Arts and Sciences and the College of Business were added at once, and the colleges of Nursing, Education, and Engineering soon after. The Junior College expanded its offerings through a merger with the Weylister Secretarial Junior College of Milford, Connecticut, and through the addition of the Fones School of Dental Hygiene (at its inception in 1949 the only such school in Connecticut and the second in New England).

By 1950, the University had moved from the original Fairfield Avenue location to the present Seaside Park campus, which has since grown from 22 to 53 acres. Enrollment was nearly 3,500 students, including a number of international students, taught by a faculty of 183 men and women. In 1951 the University awarded its first Master’s degree.

In 1953 the University expanded its programs when Arnold College, the oldest co-educational school of physical education in the United States, merged with and was incorporated into the College of Education. In January 1979 UB inaugurated its first doctoral degree program, Educational Leadership; and in 1991 the College of Chiropractic was established, representing the first affiliation of a chiropractic school with a university in the United States. In 1992 significant financial support from the Professors World Peace Academy (PWPA), a non-profit organization of academicians dedicated to world peace through education, enabled the University of Bridgeport to continue its programs in the aftermath of a major labor dispute. In 1996 the University established the College of Naturopathic Medicine. In 2005 the Ph.D. in Computer Science and Engineering was added.

University of Bridgeport Today

The University today continues its commitment to excellence as it maintains its tradition of responding to the changing needs of society through the liberal arts and its professional programs. Programs are focused so that students receive the kind of personal advising and attention usually found only at small colleges. Furthermore, the University takes full advantage of its location in a progressive urban setting, using regional resources as “living laboratories” to supplement the traditional academic instruction offered on the campus. Through co-operative education programs, students can learn from experience by integrating classroom studies on campus with supervised employment in industrial, service, and government sectors.

The University through its schools and colleges offers a variety of undergraduate and graduate degree programs from associate through doctoral levels. In addition, the University’s College of Chiropractic awards the Doctor of Chiropractic degree; College of Naturopathic Medicine awards the Doctor of Naturopathic Medicine and Acupuncture awards the Master of Science in Acupuncture. The IDEAL Program of the School of Continuing and Professional Education offers under-graduate courses with flexible scheduling for part-time adult students, at the main campus, at the branch campus in Stamford, CT, and in Waterbury, CT.

The University sees its student body as a valuable resource. Approximately 5,000 students were enrolled in 2012-2013, sixty percent of whom are full-time, coming from 45 states and 86 foreign countries and representing a rich diversity of ethnic and cultural backgrounds.

Accreditations and Memberships

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

The University also is accredited by the Office of Connecticut of Higher Education. National accreditations of professional programs have been granted by the following accrediting bodies in the areas noted:

The Educator Preparation Programs are accredited by the Connecticut State Department of Education under NCATE standards.

Council of Dental Education of the American Dental Association — associate (A.S.) degree program in Dental Hygiene.

Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology — baccalaureate (B.S.) degree program in Computer Engineering.

The Accreditation Commission for Acupuncture and Oriental Medicine, candidacy for accreditation, Master of Science in Acupuncture (MS-Acup).

Commission on Accreditation of the Council on Chiropractic Education — doctoral (D.C.) degree program in Chiropractic.

Council on Naturopathic Medical Education — doctoral (N.D.) degree program in Naturopathic Medicine

The University of Bridgeport is an accredited
institutional member of the National Association of Schools of Art and Design. The Association of Collegiate Business Schools and Programs have accredited the Bachelor of Science (B.S.) and the Master of Business Administration (M.B.A.) programs. Accreditation Review Commission on Education for Physician Assistant (ARC-PA) National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) – B.S. Medical Laboratory Science: the University of Bridgeport Medical Laboratory Science program has completed all requirements for recognition as a senior applicant for Initial Accreditation with the NAACLS and students graduating from the program will be eligible to sit for a national certification examination with ASCP effective August 1, 2013. Commission on Collegiate Nursing Education for Traditional BSN and online RN to BSN. Accreditation Council for Nutrition Professional Education The University holds membership in the American Council on Education, the American Association of University Women, the American Association of Colleges for Teacher Education, the Connecticut Conference of Independent Colleges, the Council of Graduate Schools, the College Board, and the Association of Accredited Naturopathic Medical Colleges, the American Association of Acupuncture and Oriental Medicine, the American Society for Engineering Education, the Association of Chiropractic Colleges, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the Commission on Accelerated Programs, New England Association for College Admission, the National Association of College Admissions Counselors, the New England Association of College Admission Counselors, NAFA (Association of International Educators), the Institute of International Education, and AACRAO - American Association of Collegiate Registrars and Admission Officers.

**Campus and Campus History**

The University of Bridgeport is located fifty-five miles from New York City. Bridgeport, Connecticut's largest city, borders the 53-acre campus to the north. Seaside Park and the Long Island Sound, with some of the finest sandy beaches between New York and Cape Cod, mark the southern boundary. The unique location of the campus offers a variety of advantages to the University community. The Sound and the Park are settings for studies in marine biology and for the enjoyment of sun and recreation. The city and county provide opportunities for becoming involved in work-study programs with schools, government and some of the country's largest Fortune 500 and multi-national corporations.

The architectural diversity of UB's fifty-three buildings, from stately homes as well as newer structures of modern design, reflects the origins and progress of the university and also embodies its twofold commitment to solidity and change. The entrance to Marina Dining Hall, was once the entrance arch to the estate of Phineas Taylor Barnum, who served as Mayor of Bridgeport from 1875 to 1876 and played a crucial role in the city's cultural and economic development. Bryant Hall, with its inlaid mosaic entryway and ornately carved banisters and ceilings, was built in 1895 for inventor Waldo C. Bryant. The Carstensen Hall is a facsimile of a pavilion at the 1893 Columbian Exposition. It was designed in 1899 for the chemist George Edwards, whose research led to improving the durability of silver plate. Between the campus and Seaside Park is the Perry Arch, designed by Henry Bacon, who also designed the Lincoln Memorial in Washington D.C.

The more modern buildings house academic and student life on campus: The Arnold Bernhard Arts and Humanities Center is a focal point for the cultural life of the University and of the Greater Bridgeport community, as well as the center for the study and appreciation of art, music, cinema, design and drama. Facilities include classrooms, studios, the 950-seat Andre and Clara Mertens Theater, the small in-the-round experimental Austin W. Mather Theatre, the Littlefield Recital Hall, and the Schelfhaut Gallery. Located on the ninth floor is the Henry B. duPont III Tower Room, used for meetings and receptions.

The Carlson Building, prominently located on the main quad of the University, was built by the generosity of William and Lippis Carlson in 1955. Until the completion of Wahlstrom Library in 1974, Carlson served as the University’s first stand alone library. Today it houses the School of Education on its first floor and the College of Public and International Affairs on its second floor as well as the Office of Overseas Study and the administrative offices of the English Language Institute. The building also houses the language laboratory and the film and video facility.

The John J. Cox Student Center provides social, recreational, and extracurricular cultural programs. It has a social hall with a seating capacity of 400, lounges and meeting rooms; a games room and bowling alley; the office of The Scribe (the campus newspaper); the studio and transmitter of WPKN (an independent non-commercial FM radio station); and offices of the Student Congress and student clubs and organizations, as well as offices of the Student Development division.

The Charles A. Dana Hall of Science is designed for study and research in biology, chemistry, physics, health sciences, medical laboratory science and geology. There is a 285-seat lecture auditorium, and the unique Science Wall of Honor commemorating thirty-seven of the world’s “Immortals of Science.” It is also the home of the School of Arts and Sciences.

Eleanor Naylor Dana Hall provides facilities for the Physician Assistant Program and the graduate program in Human Nutrition. The UB Health Sciences Center houses the UB Clinics in Acupuncture, Chiropractic, Dental Hygiene, and Naturopathic care. Also it is the home to the Administration for the Acupuncture Institute, College of Naturopathic Medicine and the Fones School of Dental Hygiene.

The Harvey Hubbell Gymnasium is the center for intercollegiate sports programs. It seats 2,500 spectators.

Ernest C. Treff School of Business houses the School of Business and a major computing laboratory.

The College of Chiropractic Building has class and conference rooms, offices, a laboratory, and an auditorium seating two hundred people. It is equipped with the modern facilities necessary for the professional programs offered by the Chiropractic faculty.

The Technology Building provides the engineering disciplines with the special capabilities and equipment needed for programs in biomedical, mechanical, electrical and computer engineering.

The Magnus Wahlstrom Library is the academic and physical heart of the campus. The nine-story building is home to many different types of information resources, collections, and services.
Introduction

The “Garden Level” houses the Office of the Registrar, The Bursar and Financial Aid, Career Services as well as the School of Continuing and Professional Studies and the IDEAL program. The Sixth floor the Office of Admissions. The Seventh floor houses the Division of Administration and Finance and the Office of the Provost. The Eighth floor houses the Office of the President.

The Wheeler Recreation Center offers opportunities for students to enjoy recreational sports. Wheeler has a 25-meter pool with one-meter and three-meter diving boards and adjacent steam room and sauna facilities. The field house has a multi-purpose area for tennis, basketball, and volleyball, with a jogging track around the perimeter. In addition, there are courts for racquetball and handball.

Security Services

The University offers a combination of security services that include a Securitas Security Service USA managed public safety force, escort services, and twenty-four-hour monitored access to all residence halls.

Also, each full-time student at the University is provided a small personal alarm locator (PAL) that allows one to signal for help instantly from anywhere on campus in an emergency. Small and easily carried, a student summons help with the touch of a button. The signal sends information about who the student is and where that student is located to a central computer in the Campus Security Office.

Social and Cultural Opportunities

Cultural events at the University of Bridgeport offer entertainment of high quality. Art exhibits, theatre productions, dance ensembles, music ensembles, classic cinema, lectures and concerts by UB groups, including the Jazz Ensemble are regularly scheduled.

Student organizations of the University plan a wide range of social programs from movies to dances, rock concerts, international festivals, coffee houses, lectures and comedy acts.

The University’s schedule of events in the fine and performing arts is complemented by its location in the center of Fairfield County, one of the country’s most desirable recreational and cultural areas. New England village greens and historic communities are within easy reach of the campus. The Southern Connecticut area is home to the Westport Country Playhouse and New Haven’s Long Wharf and Yale Repertory theatres. The cultural resources of New York and Boston are within convenient traveling distance by car, bus, or train.

International Activities and Study Abroad

The University of Bridgeport offers a wide range of opportunities for students to learn about other cultures and to understand American culture. Students from approximately 80 countries attend the University. Through formal events such as the annual International Festival sponsored by the Office of International Affairs and the International Relations Club, and through informal contacts in and out of class, students from different cultures are able to meet and get to know one another.

Study Abroad

There is opportunity for foreign study and travel and these opportunities are coordinated through the Office of Overseas Study. Students may choose to spend a summer, a semester, or an entire academic year abroad. They may receive credit for work done at a foreign university provided they follow the usual procedure of obtaining permission to take courses off-campus. In the past, students have pursued such programs at the University of Paris-Sorbonne, the Catholic University of the West, Laval University, The Institute for American Universities in Aix-en-Provence, France, The American College in Paris, University of Madrid, University of Valencia, the Young Judea Year Course in Israel, and The London School of Economics. Students interested in such programs should consult with their department chair.

More recently students have also pursued study abroad at the American University of Dubai, at Hanseo, Yonsei and Sun Moon Universities in Korea, at the International Christian University in Japan, at Fudan University and at Sichuan University Jinjiang College in China and at the Chinese Cultural University in Taiwan.

Computing Facilities

The Office of Information Technology Services provides computing, information, and networks services to the entire campus community.

A campus-wide fiber optic network for data communication provides data connectivity for students, faculty, and staff. A state-of-the-art digital network system offers students, faculty, and staff access to all on-campus computing resources, as well as remote computing resources via the Internet.

The Office of Information Technology Services maintains the University-wide computing infrastructure for academic and administrative use, utilizing state-of-the-art computing and network solutions. All central and distributed computers and about 1000 workstations and other devices are connected to the campus network, providing each user with access to computing resources. Every faculty and staff member has a PC or laptop connected to the campus network. Phone, cable, and high speed data connectivity is extended to all residence hall rooms.

In addition to numerous departmental computing labs, The Office of Technology Information Services manages public student labs, located in Mandeville Hall, Engineering and Technology Hall, and Wahlstrom Library Learning Commons All computers support general purpose applications, such as word processing, spreadsheets, graphics, and data base management systems. The Stamford and Waterbury centers each have general computer labs to support those students attending classes at those facilities.

The University’s Portal (myub.bridgeport.edu) provides access to their email and other student-designated resources. All students have free Web space and additional space for storing critical data. Additional facilities permit students to review schedules and perform grade lookup.

The Office of Information Technology Services also includes wireless access in all study lounges on each floor of each residence hall. General wireless areas include the Wahlstrom Library as well as a popular student gathering location in Knight’s End Café.

Media Services provide support for setting up student UB accounts and wireless issues. Students who need assistance can go to the Print/Copy Center on the first floor of the library for help. Support is available during the hours of operation of the library.
Admissions

Dean of Admissions: Karissa Peckham
Office of Admissions
126 Park Avenue
Bridgeport, CT 06604
203-576-4552 • 1-800-EXCEL-UB
Fax: 203-576-4941
E-mail: admit@bridgeport.edu
Internet Home Page: http://www.bridgeport.edu

Admissions Policy
All University of Bridgeport applications are reviewed and evaluated on an individual basis. The University of Bridgeport admits qualified students regardless of race, color, sex, religion, age, national and ethnic origins or handicap. Applications are accepted and reviewed on a rolling basis throughout the year.

Application
An application may be obtained from the Office of Admissions, 126 Park Avenue, University of Bridgeport, Bridgeport, Connecticut 06604. A non-refundable application fee must accompany the application. Checks should be made payable to “The University of Bridgeport.” For further information, please call (203) 576-4552 or toll free 1-800-EXCEL-UB (392-5582).

You can also apply online by visiting our website at www.bridgeport.edu or email us for more information at admit@bridgeport.edu.

All interested students are encouraged to visit the University of Bridgeport to meet with an Admissions Counselor and tour the campus.

Undergraduate Applicants

FIRST YEAR STUDENTS
Freshmen candidates must submit:
A. An Application for admission
B. An official high school transcript or GED (General Equivalency Diploma)
C. SAT or ACT scores
D. FAFSA (if applying for financial aid)
E. Application Fee
Dental Hygiene and Health Sciences: Pre-Nursing applicants are also required to submit a personal statement and two letters of recommendation.

The University of Bridgeport reserves the right to waive the need for certain documents or to request additional documentation.

SECONDARY SCHOOL PREPARATION
The Admissions Committee places emphasis on the quality of the preparatory work of each applicant.

An applicant should be a graduate of a regionally accredited secondary school (or its substantial equivalent) and should present sixteen acceptable units of academic work, including four units in English, three units in Mathematics, two units in a lab science, two units in the social sciences and a minimum of five electives. An applicant who has not satisfied the distribution of college requirements, but has presented convincing evidence of the quality of his/her high school work, may be admitted with the provision that the deficiencies must be addressed before or in conjunction with the beginning of study in his or her academic program of choice.

Students are admitted for both the Fall and Spring terms. Students must notify the Office of Admissions if it is their intention to defer their enrollment.

UNDERGRADUATE TESTING INFORMATION
All applicants for admission as full-time freshmen are required to take the Scholastic Aptitude Test (SAT) or American College Testing Program Exam (ACT). However, if the applicant can demonstrate that he or she graduated from high school more than five years prior to applying, this requirement may be waived. Applicants should have their scores sent directly to the Office of Admissions.

AMERICAN COLLEGE TESTING (ACT)
American College Testing
P.O. Box 168
Iowa City, IA 52243
(319) 337-1360
www.actstudent.org

Students whose first language is not English and who have been in an American high school for less than two years may submit the results of the Test of English as a Foreign Language (TOEFL) to demonstrate English language proficiency.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)
TOEFL/TSE Services
P.O. Box 6151
Princeton, NJ 08541-6151 USA
(609) 771-7100
www.ets.org/toefl

TRANSFER STUDENTS
An applicant who has attempted 12 or more semester hours at an institution whose accreditor is recognized by the Council for Higher Education Accreditation is considered a transfer applicant. The Admissions Staff will evaluate transfer credit and core credit. For further details, see catalog section on core curriculum. Requests for core credit based on a course meeting the “spirit” of the core will be referred to the chair of the Core Commission for evaluation.

TRANSFER CANDIDATES MUST SUBMIT:
A. An Application for admission
B. Proof of high school completion or G.E.D. (General Equivalency Diploma)
C. An official copy of all college transcripts from each post-secondary institution previously attended. An applicant who fails to indicate attendance at a previous institution at the time of application may forfeit eligibility for transfer credit.
D. FAFSA (if applying for financial aid)
E. Application Fee

The University of Bridgeport reserves the right to waive the need for certain documents or to request additional documentation. Transfer credit is awarded only for courses in which a grade of “C” or better is earned.

Dental Hygiene and Health Sciences: Nurs-
Admissions

ing applicants are required to also submit an official high school transcript, official SAT/ACT scores, a personal statement, and letters of recommendation.

The status of any applicant admitted before all final, official transcripts are received will be reevaluated upon receipt of the final transcript. Final transfer evaluation requires approval of the Dean. Transfer applicants are urged to apply well in advance of the opening date of the term in which they plan to enter. This will enable the student to receive a timely evaluation of their transfer credit and appropriate academic advisement and program planning.

Students are admitted for both the Fall and Spring terms. Students must notify the Office of Admissions if it is their intention to defer their enrollment.

Students are required to complete their last thirty semester hours at the University of Bridgeport and meet course requirements as described in each program to be eligible for a degree. A maximum of 66 credits may be awarded from two-year colleges and 90 credits from accredited four-year institutions. Transfer credit is awarded on a course by course basis.

Articulation Agreements

The University has articulation agreements with the following institutions:

- Capital Community College
- Gateway Community College
- Housatonic Community College
- Middlesex Community College
- Naugatuck Community College
- Northwestern Community College
- Norwalk Community College
- Tunxis Community College
- Westchester Community College

Academic Credit From Non-University Sponsored Instruction

The following are four categories of assessment from which University of Bridgeport (UB) academic credit is awarded for prior learning earned in non-university sponsored instruction.

1. Standardized Tests—College Level Equivalent Proficiency (CLEP)

UB accepts up to thirty (30) credit hours from the credit recommendations of the College Board’s College Level Equivalent Proficiency (CLEP) exam program. Undergraduate students may earn up to 30 semester hours of credit (one year’s studies) by demonstrating subject area competence through standardized testing. CLEP credit may not be used to satisfy the minimum University 30-hour residency requirement. CLEP credit is not included in the student’s credit hours earned at the University of Bridgeport and is not computed in the student’s quality point ratio at the University. CLEP credit is not considered in the total number of UB hours used to determine eligibility for graduation honors. Information on subject matter and testing procedure is available at the School of Continuing & Professional Studies or at the College Board at: celp.collegeboard.org.

2. Nationally Recognized Evaluations for Credit Recommendations

UB accepts evaluations of non-university sponsored instruction as part of a student applicant’s transfer evaluation. UB accepts evaluations of non-university sponsored instruction from the following nationally recognized institutions:

- American Council on Education College Credit Recommendation Service: ACE CREDIT recommends academic credit for formal courses or examinations offered by various organizations, from businesses and unions to the government and military.
  - ACE CREDIT includes evaluations on military credits, DSST exams, ALEKS Exams (McGraw-Hill) and many more non-university organizations.
  - The ACTFL Oral Proficiency Interview (OPI), the ACTFL Writing Proficiency (WPT), the ACTFL Reading Proficiency Test (RPT), the ACTFL Listening Proficiency Test (LTP) and the ACTFL Oral Proficiency Interview Computer Test (OPIc) are recommended for Acollege credit by the American Council on Education (ACE).
- National College Credit Recommendation Service (formerly National PONSI), under the auspices of the State University of New York, Board of Regents, evaluates training and education programs offered outside of the traditional college classroom setting and recommends them for college credit equivalencies. National CCRS coordinates teams of college faculty evaluators and subject matter experts to conduct extensive reviews of education and training programs offered by corporations, unions, religious organizations and proprietary schools.

Students applying for admission to the University should include these evaluations with their application and follow the same procedures as a transfer student. The equivalent credit will be assessed in conjunction with the academic program and other earned transfer credits. See Transfer Students on page 6.

3. Credit for Life Work Experience Program (CLWEP)

Some students acquire mastery over course subject matter through prior work or training experience. UB values the university-level knowledge that student’s may have acquired outside the traditional university classroom.

In the CLWEP portfolio assessment, students demonstrate that what they already know is equivalent to what they would have learned in an equivalent college course. A student may have acquired this knowledge through past work, independent reading and study, training programs or in-service courses, volunteer service, cultural or artistic pursuits, hobbies and recreational pastimes, community or religious activities, organizational memberships, adult education, non-credit courses, study abroad, military training not evaluated for credit by ACE, or other experiences. A portfolio enables the student to identify and articulate this knowledge, and potentially earn credit for it.

Students learn the process of identifying areas of course-equivalent learning and portfolio development skills through the CLWEP guidelines and assessment plan that can be acquired through the School of Continuing & Professional Studies.

CLWEP credit may not be used to satisfy the minimum University 30-hour residency requirement. CLWEP credit is included in the student’s semester hours earned at the University and also in the total number of UB hours used to determine eligibility for
Admissions

Special Instructions for Specific Majors

DESIGN PORTFOLIO REQUIREMENTS
SASD is looking for a passion for art and design in a portfolio. We recommend that students choose from the following for inclusion in their portfolio: drawings, paintings, posters, photography or video, sculpture, ceramics, fashion, or work for a school yearbook or class.

Submissions should contain 10-12 samples of your work. Portfolios may be emailed, mailed in on DVD, posted to a personal website, or hand delivered in hard copy form.

If a student does not have art or design work or attends a school that does not provide art or design classes, he or she may contact SASD for an assignment to complete at home. In these cases, we encourage students to visit SASD so a faculty member can provide both examples and materials.

Please contact sasd@bridgeport.edu for further information.

DENTAL HYGIENE
Freshman Students: Graduation from a regionally accredited secondary school. A high school background that includes four years of English, two years of Math, one year of College Prep Chemistry with a laboratory, one year of College Prep Biology with a laboratory and courses in social studies. An overall B is recommended. All students who are applying as a full time freshman must take the SAT or the ACT. Scores should be sent directly to the Office of Admissions. Freshmen students must begin in the fall semester of an academic year and attend full time.

Transfer Students: A student who has attempted 12 or more semester hours at a regionally accredited institution is considered a transfer applicant. Admission to nursing programs requires satisfactory completion of coursework in the sciences and other areas. To ensure that transfer credit and courses taken at UB fulfill those requirements, students will select courses with the help of an advisor. A minimum grade of C or higher in all pre-requisite courses and a GPA of 2.5 or above is required.

Students without science prerequisites may begin the Health Sciences curriculum upon recommendation of the Dean. Students without science prerequisites may begin at the Fones School in a pre-dental hygiene curriculum upon recommendation of the Director. Clinical students must begin in the fall semester of an academic year and attend full time.

HEALTH SCIENCES: PRE-NURSING
Freshman Students: Graduation from a regionally accredited secondary school. A high school background that includes four years of English, two years of Math, one year of College Prep Chemistry with a laboratory, one year of College Prep Biology with a laboratory and courses in social studies. An overall B is recommended. All students who are applying as a full time freshman must take the SAT or the ACT. Scores should be sent directly to the Office of Admissions. Freshmen students must begin in the fall semester of an academic year and attend full time.

Transfer Students: A student who has attempted 12 or more semester hours at a regionally accredited institution is considered a transfer applicant. Admission to nursing programs requires satisfactory completion of coursework in the sciences and other areas. To ensure that transfer credit and courses taken at UB fulfill those requirements, students will select courses with the help of an advisor. A minimum grade of C or higher in all pre-requisite courses and a GPA of 2.5 or above is required.

Students without science prerequisites may begin the Health Sciences curriculum upon recommendation of the Dean.

MUSIC
Applicants should call the Department at (203) 576-4407 for information.

ATHLETICS
The University of Bridgeport offers a full program of NCAA Division II intercollegiate sports, including basketball, baseball, cross-country, swimming and soccer for men, and basketball, softball, cross-country, gymnastics, swimming, volleyball, lacrosse and soccer for women. Athletic scholarships are available. All students who wish to participate in intercollegiate athletics are required to register with the NCAA Initial-Eligibility Clearinghouse. For more information and a Clearinghouse registration form, please contact your high school guidance office or the UB Athletic Department at (203) 576-4735.

International Applicants
The University of Bridgeport enrolls students from more than 80 nations. To be considered for admission, students must complete the International Student Application which can be obtained by writing the Office of Admissions, University of Bridgeport, Bridgeport, CT 06604 U.S.A., by fax at 203-576-4941 or on-line at http://www.bridgeport.edu. A non-refundable application fee should accompany the application. Checks should be made payable to “The University of Bridgeport.”

Official copies of original transcripts of all academic work must be submitted along with the official, literal, word for word, English translations. In addition, students are required to demonstrate that sufficient funds are available to meet the cost of tuition, fees and living expenses. The Financial Statement form is included in the International Student Application.

INTERNATIONAL CANDIDATES MUST SUBMIT:
A. A completed applications Application for International Students.
B. An official transcript of all previous academic work along with a literal English translation.
C. Documentation that sufficient funding is available to meet the University’s tuition and fees and living expenses.

ENGLISH LANGUAGE REQUIREMENTS
Those whose native language is not English are also required to show English language proficiency. You can demonstrate proof of English Language competency by meeting any one of the criteria listed below.

1. A letter certifying completion of level 6 at the University’s English Language Institute (ELD) or attainment of a satisfactory score on the University of Bridgeport’s English Language Assessment Battery (ELAB).
Admissions

2. A minimum TOEFL score of 500 (PBT), 173 (CBT), or 61 (IBT) for undergraduates and a minimum score of 550 (PBT), 213 (CBT), or 80 (IBT) for graduates (post-graduates).

3. A minimum IELTS (Cambridge Testing) Band score of 6.0 for undergraduates and a minimum Band score of 6.5 for graduates (post-graduates).

4. A transcript from an accredited American university indicating a grade of "C" or better in one semester of college English Composition.

5. Critical Reading SAT score of 400 or above; or ACT English score of 19 or above.

6. An official letter certifying completion of ELS (English Language Service) through level 112.

7. An official letter certifying completion of CSE (The Center for English Studies) through level 7.5.

8. A Michigan English Assessment Battery (MELAB) score of 69 or above for undergraduates and a score of 77 or above for graduates.

9. A Prueba de Aptitud Academica (PAA) English achievement score of 500 or above.

10. A level of “Advanced” on the English Language Proficiency Test of the College Board.

11. An official “O” level or “A” level Certificate indicating a grade of “C” or better in English.

12. An EIKEN score of Grade 2A or above for undergraduates and a score of Grade Pre-1 or above for graduates.

13. A score of 4 or better on the “English A” Higher Level examination in the International Baccalaureate (IB) program.

14. WAEC, WASSE, CXC, etc. – Score of “C” or better on English Language exam.

15. A minimum Pearson Test of English Academic (PTE Academic) score of 44 for undergraduates and a minimum PTE Academic score of 53 for graduates (post-graduates).

You must demonstrate English language competency in one of the ways listed above. If you don’t demonstrate English language competency in one of these ways prior to registration, you will be given the University English Language Assessment Battery (ELAB) test upon arrival. If you pass at a satisfactory level, you may begin classes.

Information on the intensive program of English as a Second Language offered by the University’s English Language Institute may be obtained by contacting: English Language Institute, Carlson Hall, University of Bridgeport, Bridgeport, CT 06604, U.S.A.; Telephone: (203) 576-4860; Fax: (203) 576-861; E-mail: esl@bridgeport.edu; Internet: http://www.bridgeport.edu/eli.

ENGLISH LANGUAGE TESTING INFORMATION

Students whose first language is not English may submit the results of the Test of English as a Foreign Language (TOEFL) or the results of the International English Language Testing System test (IELTS) to demonstrate English language proficiency.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

TOEFL/TSE Services
P.O. Box 6151
Princeton, NJ 08541-6151 USA
(609) 771-7100
www.ets.org/toefl

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

IELTS USA (Cambridge Testing)
825 Colorado Boulevard, Suite 201
Los Angeles, CA 90041
1 323 255 2771
ielts@ielts.org

Graduate Applicants

Applicants to the University of Bridgeport are required to have an undergraduate degree from an accredited institution or from a recognized international university. Official transcripts of all previous course work should be sent directly to the Office of Graduate Admissions.

Admission decisions are based primarily on an applicant’s undergraduate record. A prospective student who is currently completing undergraduate study should submit an official transcript complete to the date of application. In most cases, an admission decision will be made on the basis of a partial transcript, contingent upon completion of the baccalaureate degree. Registration will not be permitted until a final, official transcript is submitted to the Office of Admissions.

Generally, students may be admitted for any term — fall, spring or summer. Should a student be unable to enter the university during the term for which admission is granted, the offer of acceptance will remain open for one calendar year. After one year, a new application will be required.

Please refer to the individual graduate program for admissions requirements specific to that major.

TRANSFER CREDITS

The Dean of the individual Colleges/Schools/Institutes may allow up to six semester hours (eight hours in the case of laboratory courses) of graduate transfer credit from a regionally accredited college. The courses should have been completed recently with a grade of “B” or better and be comparable to UB’s Graduate courses.

Specific colleges of the university and certain programs have additional requirements for admission, details of which are included in the individual program listing in this catalog.

Graduate Testing Information

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

Administered by the Graduate Management Admissions Council. Scored on a scale of 0-60. Scores for verbal, quantitative and a composite score.

Educational Testing Service
P. O. Box 6103
Princeton, NJ 08541-6103
(609) 771-7330
email: gmat@ets.org

GRADUATE RECORD EXAMINATION (GRE)

Administered by the Educational Testing Service. Scored on a scale of 200-800. General GRE is composed of questions aimed at measuring aptitude and not specific subject knowledge. Subject GRE’s are designed to measure competency in a specific subject area.
Admissions

Educational Testing Service
P. O. Box 6000
Princeton, NJ 08541-6000
(609) 771-7670

MILLER ANALOGIES TEST (MAT)
Administered through a network of controlled testing centers licensed by the Psychological Corporation. The MAT is a high-level mental ability test requiring the solution of problems stated as analogies. It consists of 100 partial analogies that are to be completed in 50 minutes. Tests are scored in raw format and in percentiles based on the intended major and on the general population of MAT examinees.

Miller Analogies Test
The Psychological Corporation
19500 Bulverde Rd.
San Antonio, TX 78259
(210) 339-8710
Email: scoringservices@harcourt.com

PRAXIS EXAM REQUIRED FOR TEACHER CERTIFICATION

PRAXIS
ETS - The Praxis Series
P.O. Box 6051
Princeton, NJ 08541-6051
1-609-771-7395

For information about Connecticut’s teacher assessment requirements, contact:
Connecticut State Department of Education Bureau of Educator Standards and Certification
PO Box 150471 – Room 243
Hartford, CT 06115-0471
Telephone: 1-860-713-6969
Fax: 1-860-713-7017

Special Admissions Considerations

NON-DEGREE APPLICANTS
A Non-Degree Student is permitted to take courses for credit on a part-time basis, as a non-degree candidate, as long as the student has met the prerequisites for the course.

A Non-Degree Student may become a matriculated student if he or she meets the appropriate requirements for admission. However, a Non-Degree Student is subject to any changes in graduation requirements instituted prior to actual matriculation. Candidates for matriculation may attend as Non-Degree Students up to the completion of 12 credits. A maximum of 12 credits taken as a non-matriculating student may be applied to a student’s requirements for graduation, with program approval.

HOME-SCHOoled APPLYINGnts
The University of Bridgeport welcomes applications from individuals who have completed all or part of their education in a home-schooled environment. The admissions staff would be aided in evaluating student performance if the applicant can provide as many of the following items as possible.

1. SAT or ACT Scores (required)
2. A record of academic work completed which is equivalent to that required of graduates from an accredited high school. This should include grades, credit hours, and a grade point average.
3. An interview with the department chairperson or designated faculty member of the department in which the applicant is seeking admission.
4. A written evaluation of the student’s academic competence by the parent(s) or teaching adult.
5. A writing sample from the applicant.
6. A portfolio exhibiting what the applicant has accomplished in the areas of math and science and a detailed reading list.
   *If the student has a GED this will also be used in the admission process. This, however, is not a requirement.

Interviews, Information Sessions And Campus Tours
We encourage applicants to meet with a member of the Graduate Admissions staff and their respective academic department to discuss academic and career goals as well as the particular concerns of admission and financial assistance. The Office of Admissions is open Monday through Friday from 8:30 a.m. - 4:30 p.m. and on designated Saturdays. Tours of the campus are scheduled Monday-Friday by appointment at 10:00 a.m., 12:00 p.m. and 2:00 p.m., and on select Saturdays at 11:00 a.m. throughout the year. The Office of Admissions is located on the 6th floor of the Magnus Wahlstrom Library.

For more information about interviews, information sessions, and campus tours please contact the Office of Graduate Admission at (203) 576-4552 or toll-free at 1-800-EXCEL-UB or visit the website at www.bridgeport.edu.

Scholarships
The University offers scholarships to many undergraduate and graduate students who have a successful high school or college record. UB is known for its affordable private school education. The University believes that a student’s achievement should be recognized and rewarded. With this goal in mind, UB’s unique scholarship program rewards academic excellence, community service, leadership and special talent.
Tuition, Fees and Other Expenses

Please see website for current academic year for tuition, fees and other expenses.

HEALTH AND ACCIDENT INSURANCE
(Mandatory for all full-time undergraduate, international and residential students)
A charge for UB insurance coverage is mandated for all full-time undergraduate, international and residential students’ accounts. Domestic students who presently have medical insurance coverage may complete an online waiver. Replacement coverage for waiver consideration must meet minimum standards for basic Medical/Surgical Expenses. A copy of the policy must be attached to the waiver request. Waivers will not be accepted after the sixth week of the semester. Policy commences August 1 for 12 months.

PROPERTY INSURANCE
The University does not assume responsibility for the loss of personal property of students either on or off the campus. It is recommended that students protect themselves against such losses by consulting with their own (or with their parent’s) insurance agent in regard to coverage provided by existing policies, if any; or by purchasing private property insurance. Information may be obtained at the Residential Life Office, (203) 576-4228, or email reslife@bridgeport.edu.

Institutional Undergraduate/Graduate Refund Policy

DEPOSITS REFUNDS
Tuition Deposit — 100% Refund
(Non Refundable after June 1st)
Room Deposit — No Refund

TUITION REFUNDS
• Refunds are based on tuition charges.
• Failure to withdraw properly will result in the issuance of a Withdrawal/Failure grade and responsibility for payment in full.
• Proper withdrawal is granted upon presentation of the approved and signed Withdrawal Form to the Registrar’s Office at 126 Park Avenue, Wahlstrom Library, Garden Level, Bridgeport, CT 06604
• Note that withdrawal from individual classes or the University may affect financial aid and other eligibility.
• Students who are suspended or expelled from the University during the academic year are responsible for all charges related to the semester in which the suspension or expulsion occurred.
• Refunds will not be given to students who have an outstanding balance.
• Refunds are based on the schedule below and determined by the date of notification to the Office of the Registrar, not the date of last class attended.

UNDERGRADUATE & GRADUATE & HEALTH SCIENCES
Fall & Spring Semesters
Before the 1st Day of classes 100%
During 1st Week *100%
During 2nd Week 80%
During 3rd Week 60%
During 4th Week 40%
During 5th Week 20%
After 5th Week No Refund
Summer Session
Before the 1st Day of classes 100%
After the start of class No Refund
HUMAN NUTRITION
Before 1st Day of Class 100%
Before 2nd Session 100%
Before 3rd Session 75%
Before 4th Session 50%
After 4th Session No Refund
IDEAL Program
Before Term Start Date 100%
During the 1st Week: *100%
During 2nd Week: 75%
During the 3rd week 50%
After 3rd Week: No Refund
*Fees will not be refunded after the first day of classes

ELI TUITION REFUND
No Refund

FEE REFUND
• If a student withdraws prior to the start of the semester, all fees will be refunded,

Once a semester begins, there are no refunds of fees.
• All student fees are for a full semester and are not refundable.
• Room and board charges are for a full semester and are not refundable.
• If the course is cancelled, all fees are refunded.

Any outstanding balance on a student’s account is deducted from the tuition credit. Any credits resulting in a refund to the students account as authorized by the Office of Student Financial Services, will require approximately three weeks for processing.

The Office of Student Financial Services does not provide check cashing services for students. All banking services required by students must be personally arranged with local banking facilities. The University does have an ATM banking machine located in the Security Office (Norseman Hall).

FEDERAL FINANCIAL AID RETURN OF TITLE IV
A statutory pro-rate refund applies to any student who is a recipient of federal financial aid funding (Title IV) and leaves the school on or before the 60% point in the enrollment period for which he or she has been charged. After the 60% point in the enrollment period, a student has earned 100% of the SFA program funds. Students may contact the Office of Student Financial Services (203-576-4568, sfs@bridgeport.edu) for additional information on the Federal Title IV regulations regarding student refunds.

All students who receive federal financial aid and withdraw from the University are subject to a Federal Title IV return of funds policy. Federal Title IV refund will be made in this order:
1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV aid programs
8. Other federal sources of aid
9. Other state, private, or institutional aid
10. The Student
Tuition, Fees and Other Expenses

UNIVERSITY OF BRIDGEPORT
STUDENT ACCOUNT PAYMENT POLICY

To best serve you and your financial needs as a student at the University of Bridgeport, it is important that you become familiar with the university’s account payment policy. We have provided the information below to help you better understand the terms of your payment obligations. Please review this document carefully. If you have any additional questions, please contact the Student Financial Services Office at 203.576.4568.

UNIVERSITY OF BRIDGEPORT
STUDENT ENROLLMENT AND FINANCIAL RESPONSIBILITY POLICY

PAYMENT OF CHARGES

Students are responsible for all charges incurred upon registration. Charges generally include tuition, fees, housing meal plans and other miscellaneous costs. Students must make acceptable payment arrangements no later than the first day of class. Acceptable payment arrangements are as follows:

- Payment in full
- Approved financial aid covering all charges
- Participation in an approved company or organization reimbursement payment agreement
- Enrollment in an approved payment plan

A student who complies with the above shall be considered in good financial standing, as long as all terms and conditions are met throughout each semester. All payment arrangements must be satisfied in full to receive grades, transcripts, diplomas and receive future services.

DELINQUENT ACCOUNTS/COLLECTION

Two weeks after the first day of class, past due student accounts are considered delinquent in nature. In order to continue in the classes for which a student has registered, a student with a delinquent balance must make immediate payment in full or agree to and fulfill the terms of the Past-Due Tuition Repayment Agreement. If a student fails to timely satisfy the terms of his or her financial responsibility agreement, the University may in its absolute discretion cancel registration or refer delinquent past due balances to an outside collection agency, where additional fees and penalties will be charged to the account, as permitted by law.

HOLDS

Holds will be placed on students’ accounts for students who are not meeting their payment plan agreements and/or have any remaining balance due on their accounts. The hold will prevent the student from; registering for additional terms, adding or dropping courses, accessing their grades, requesting transcripts, receiving their diplomas and having access to other University services. The hold will not be lifted until the balance is paid in full.

LATE PAYMENT CHARGES

A late fee of $75 will be assessed each month to any past due account. The fee will charged every 30 days until balance is paid in full.

COMMUNICATION

Method of Communication: UBMail (powered by Google) is the official method of communication with students. Students are responsible for reading the e-mails sent by the University of Bridgeport.

Billing statements are emailed to students at least 4 weeks before the beginning of the term if the student has preregistered. Students who register late shall request a bill at the time of registration.

Reminder statements are emailed every 2 weeks. Notices informing students of holds or late fees will be emailed to students.

Students shall access their UB Portal on a regular basis to determine if they have a balance, a hold or have had late fees added to their accounts.

Students are responsible for all charges and failure to review or receive a billing statement does not excuse a student’s responsibility to pay.

For the current year’s tuition and fees please see UB website: http://www.bridgeport.edu/finaid/tuition-and-fees/

PAYMENT BY CASH, CHECK, OR MONEY ORDER

Payments by cash, check or money order can be made directly to the Cashier located on the Garden Level of Wahlstrom Library, or payments can be mailed to the Cashier’s Office, University of Bridgeport, 126 Park Avenue, Bridgeport, CT 06604. If you pay by check or money order, please record your University of Bridgeport Student I.D. number on the check or money order. The UB Cashier will add your student I.D. number to any check or money order, when one is not indicated.

PAYMENT BY WIRE TRANSFER

Payment can be wired directly to the UB Cashier who may be contacted for wiring instructions at (203) 576-4568 or e-mail at cashier@bridgeport.edu.

PAYMENT BY CREDIT CARD

Students may pay their tuition bill using VISA, MasterCard, American Express or Discover Card. Payments can be made in person at the UB Cashier’s Office located on the Garden Level of Wahlstrom Library or at the Stamford or Waterbury centers. To make a credit card payment by phone, call 203-576-4568. For additional information you may email SFS@bridgeport.edu.

WEBADVISOR ONLINE PAYMENT

The University of Bridgeport has an online payment option for WebAdvisor or the UB Portal. Students may pay their tuition bill using VISA, MasterCard, American Express or Discover Card.

To make payments follow these steps:

- Log in to WebAdvisor on www.bridgeport.edu
- Select View Account and Make Payment
- Sign in again
- Review your statement
- Select Make Payment

PAYMENT ALTERNATIVES

The University of Bridgeport understands that families look for as many options as possible to make financing an education more convenient and affordable. Students may sign up for the University Payment plan through their UB Portal.

MONTHLY PAYMENT PLANS

Students may sign up for the payment plan via the UB Portal. Under the Financial Information heading, select Enroll in payment plan.
Tuition, Fees and Other Expenses

Fall Plans available:
  5 pay plan – enroll by July 1st
  4 pay plan – enroll by August 1st
  3 pay plan – enroll by September 1st

Spring Plans:
  5 pay plan - enroll by Dec 1st
  4 pay plan - enroll by Jan 1st
  3 pay plan –enroll by Feb 1st

Summer Plans:
  3 pay plan- enroll by May 1st

DEFERMENT PAYMENT OPTION (DIRECT PAYMENT)

Students eligible for an external scholarship or for whom an employer pays their tuition may qualify for the deferment/direct payment option. Consult your sponsor to determine if a direct billing agreement has been established with the University of Bridgeport. If one has been established, you need a letter, on company letterhead, from your sponsor that includes your name, eligible program, maximum tuition amount where the bill should be sent. The letter should be forwarded to the Office of Student Financial Services, at 126 Park Avenue, Bridgeport, CT 06604 or faxed a (203) 576-4570.

Students are responsible for obtaining a deferment payment/direct billing option letter from their sponsor for the initial registration and ensure that it is received at the Office of Student Financial Services by the tuition due date. Students who are unable to obtain a deferment payment/direct billing letter by the payment deadline must pay their tuition prior to the start of the semester. Students must pay any fees not covered by the employer’s deferment/direct payment plan at time of registration.

Should employment cease with sponsor or conditions of sponsorship are not met, the student is responsible for all tuitions and fees. A financial obligation continues to exist when using a financial aid deferment. Therefore, a transcript hold will be applied to the student record throughout the deferment period. Official transcripts will not be released until all University of Bridgeport financial obligations have been satisfied.

FINANCIAL AID DEFERMENT WITHOUT FEE (DOMESTIC STUDENTS)

Domestic students who receive a Financial Aid award letter may deduct each certified award amount (signified by an “A” or a “P” rather than an “E” in the ACT field on the award letter) from their balance due. Loaner fees should be deducted from each loan award, excluding Perkins loans. When an “E” appears in the ACT field, this usually indicates an action is required before the award will be credited to the student’s AR account. In these cases, students must contact the Office of Student Financial Services at 203-576-4568 for assistance in determining which action is necessary for the financial aid to be credited to their account. Please note work-study awards are not deducted from the amount due since the student will be eligible to earn up to this amount through student employment. Federal Regulations require the University to issue a paycheck directly to the student for hours worked.

PERKINS LOANS

Perkins loan recipients must electronically sign for their Perkins loan advance every year within the first two weeks of the start of classes to ensure credit of this award to their account.

FEDERAL DIRECT LOANS:

Loan origination fees will reduce the amount of loan funds received. These fees (normally between 1% and 3%) should be deducted from the amount shown in the award letter before deducting the amount of these funds from the final bill.

ALTERNATIVE LOANS

Alternative loans are private loans offered through a lending institution and are not a part of federal student aid programs. Interest rate and repayment provisions vary from lender to lender. It is the responsibility of the student to research and understand the implications of borrowing an alternative loan. Loans must be approved by lender prior to the tuition payment due date.

Institutional Undergraduate/Graduate Refund Policy

TUITION REFUNDS

- Proper withdrawal is granted upon presentation of the approved and signed Withdrawal Form to the Registrar’s Office at 126 Park Avenue, Wahlstrom Library Garden Level, Bridgeport, CT 06604
- Note that withdrawal from individual classes or the University may affect financial aid and other eligibility.
- Refunds are based on the schedule below and determined by the date of notification to the Office of the Registrar, not the date of last class attended.

WITHDRAWAL POLICY SCHEDULE EFFECTIVE 2016-2017

Refund of tuition and fees is based on the length of each course. Students who are enrolled in courses of different lengths within a term, will have each course evaluated for tuition and fee liability if they choose to withdraw. Where noted, fees are incurred as of first day of classes. The liability percentages are for tuition charges plus the full fees.

5 Week/Summer Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day</td>
<td>All Fees</td>
</tr>
<tr>
<td>Day 2 and first week</td>
<td>20%</td>
</tr>
<tr>
<td>Week 2</td>
<td>40%</td>
</tr>
<tr>
<td>Week 3</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4</td>
<td>100%</td>
</tr>
</tbody>
</table>

8 Week Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 2</td>
<td>15%</td>
</tr>
<tr>
<td>Week 3</td>
<td>30%</td>
</tr>
<tr>
<td>Week 4</td>
<td>45%</td>
</tr>
<tr>
<td>Week 5</td>
<td>60%</td>
</tr>
<tr>
<td>Week 6</td>
<td>100%</td>
</tr>
</tbody>
</table>

12 Week Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 2</td>
<td>10%</td>
</tr>
<tr>
<td>Week 3</td>
<td>20%</td>
</tr>
<tr>
<td>Week 4</td>
<td>30%</td>
</tr>
<tr>
<td>Week 5</td>
<td>40%</td>
</tr>
<tr>
<td>Week 6</td>
<td>50%</td>
</tr>
<tr>
<td>Week 7</td>
<td>60%</td>
</tr>
<tr>
<td>Week 8</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Tuition, Fees and Other Expenses

#### 15 Week Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>$200 Processing Fee</td>
</tr>
<tr>
<td>Week 2</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 3</td>
<td>5%</td>
</tr>
<tr>
<td>Week 4</td>
<td>10%</td>
</tr>
<tr>
<td>Week 5</td>
<td>20%</td>
</tr>
<tr>
<td>Week 6</td>
<td>30%</td>
</tr>
<tr>
<td>Week 7</td>
<td>40%</td>
</tr>
<tr>
<td>Week 8</td>
<td>50%</td>
</tr>
<tr>
<td>Week 9</td>
<td>60%</td>
</tr>
<tr>
<td>Week 10</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 18 Week Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>$200 Processing Fee</td>
</tr>
<tr>
<td>Week 2</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 3</td>
<td>10%</td>
</tr>
<tr>
<td>Week 4</td>
<td>17%</td>
</tr>
<tr>
<td>Week 5</td>
<td>24%</td>
</tr>
<tr>
<td>Week 6</td>
<td>31%</td>
</tr>
<tr>
<td>Week 7</td>
<td>38%</td>
</tr>
<tr>
<td>Week 8</td>
<td>45%</td>
</tr>
<tr>
<td>Week 9</td>
<td>52%</td>
</tr>
<tr>
<td>Week 10</td>
<td>60%</td>
</tr>
<tr>
<td>Week 11</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 20 Week Classes

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>$200 Processing Fee</td>
</tr>
<tr>
<td>Week 2</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 3</td>
<td>6%</td>
</tr>
<tr>
<td>Week 4</td>
<td>12%</td>
</tr>
<tr>
<td>Week 5</td>
<td>18%</td>
</tr>
<tr>
<td>Week 6</td>
<td>24%</td>
</tr>
<tr>
<td>Week 7</td>
<td>30%</td>
</tr>
<tr>
<td>Week 8</td>
<td>36%</td>
</tr>
<tr>
<td>Week 9</td>
<td>42%</td>
</tr>
<tr>
<td>Week 10</td>
<td>48%</td>
</tr>
<tr>
<td>Week 11</td>
<td>54%</td>
</tr>
<tr>
<td>Week 12</td>
<td>60%</td>
</tr>
<tr>
<td>Week 13</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### English Language Institute (ELI)

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>All Fees</td>
</tr>
<tr>
<td>Week 2</td>
<td>30%</td>
</tr>
<tr>
<td>Week 3</td>
<td>45%</td>
</tr>
<tr>
<td>Week 4</td>
<td>60%</td>
</tr>
<tr>
<td>Week 5</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### ADDITIONAL REFUND INFORMATION

- If a student withdraws prior to the start of the semester, all fees will be refunded.

#### FEDERAL FINANCIAL AID RETURN OF TITLE IV

A statutory pro-rate refund applies to any student who is a recipient of federal financial aid funding (Title IV) and leaves the school on or before the 60% point in the enrollment period for which he or she has been charged. After the 60% point in the enrollment period, a student has earned 100% of the SFA program funds. Students may contact the Office of Student Financial Services (203-576-4568, sfs@bridgeport.edu) for additional information on the Federal Title IV regulations regarding student refunds.

All students who receive federal financial aid and withdraw from the University are subject to a Federal Title IV return of funds policy. Federal Title IV refund will be made in this order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV aid programs

#### HEALTH AND ACCIDENT INSURANCE

(Mandatory for all full-time undergraduate, international and residential students)

UB insurance coverage is mandated for all full-time undergraduate, international and residential students. Domestic students who presently have medical insurance coverage may complete an online waiver. The policy must meet minimum standards for basic medical/surgical expenses. Waivers must be completed by September 15th each year and by February 15th for spring admits. Policy commences August 1 for 12 months.

For additional information on the insurance plan, please refer to Student Health Information in the Student Affairs section of the catalog.

#### PROPERTY INSURANCE

The University does not assume responsibility for the loss of personal property of students either on or off the campus. It is recommended that students protect themselves against such losses by consulting with their own (or with their parent's) insurance agent in regard to coverage provided by existing policies, if any; or by purchasing private property insurance. Information may be obtained at the Residential Life Office, (203) 576-4228, or email reslife@bridgeport.edu.

#### BOOKSTORE

Purchasing your textbooks and school supplies is now even easier. Books may be purchased at the On-Campus Bookstore located at John J. Cox Student Center or via the Internet at www.bridgeport.edu/bookstore. In addition to the required course texts, the On-Campus Bookstore carries supplies, materials, UB memorabilia and much more. For additional information contact the Bookstore at (203) 576-4804, fax (203) 576-4802, or email bookstore@bridgeport.edu.

Bookstore’s normal hours of operation are*: 9:00am to 5:00pm on Monday, Tuesday, and Thursday; 9:00am to 7:00pm on Wednesday; 9:00am to 4:00pm on Friday.

* Rush and summer hours change
CHANGE OF ADDRESS
A student must complete a Change-of-Address form in the Office of the Registrar whenever a change is made in his or her local or mailing address. This will avoid misdirection of grades, registration materials, and appropriate financial documents.

I.D. CARDS & P.A.L.

STUDENT IDENTIFICATION CARDS
A photo identification card must be obtained at the security department between the hours of 8 a.m. – 4 p.m. Monday through Friday. Registration confirmation is required. Upon activation, the ID card serves as a library and meal card and provides access into the residential halls to the resident students. A fee will be charged for replacement of lost, stolen, misplaced or damaged ID cards.

PERSONAL ALARM LOCATOR (P.A.L.)
All students are provided a Personal Alarm Locator (PAL). This device must be obtained through the security department 24 hours a day, 7 days a week. The PAL allows an individual to summon help immediately in the case of an emergency within the campus boundaries. The small and easily carried device acts as a beeper, sending signals to the security office computer system when activated. Once activated, the computer screen provides the individual’s personal information, photo ID and the location from where the device was activated. The information is viewed by the dispatcher and is passed on to the patrol officers. Officers immediately respond to the call in search of the individual who activated the device. A $150 deposit will be charged to students’ accounts for the PAL. It is refundable upon graduation or withdrawal from the University when the PAL is returned to the security office.

Tuition, Fees and Other Expenses
Student Financial Services

Director of Student Financial Services:
Christine Falzerano
Wahlstrom Library, Garden Level
126 Park Avenue, Bridgeport, CT 06604
Telephone: (203) 576-4568
Fax: (203) 576-4570

Financial Aid
The Office of Student Financial Services helps provide access to the educational opportunities available at the University of Bridgeport. Since students are admitted solely on the basis of their academic and personal qualities, without regard to their financial circumstances, the University offers a variety of financial aid and scholarship programs to provide financial assistance to qualified students.

The University of Bridgeport subscribes to the policy that eligibility for scholarship aid should depend on the student’s achievement and promise, but that the amount of aid should depend on the relative financial need of the student and his or her family.

The financial need of most students at the University can be met in the form of scholarships, grants, loans and student employment. Funds are available to the student through the University of Bridgeport from federal and state governments, private foundations and University resources.

The University of Bridgeport awards merit scholarships recognizing outstanding academic achievement and student leadership. In addition, there are a number of other payment assistance programs that include non-University tuition plans.

Students enrolled in tuition discounted programs such as the IDEAL program are not eligible to receive institutional scholarships or grants.

The Office of Student Financial Services determines the amount and combinations of aid for which the student is eligible. Financial aid decisions are made after a student has been admitted and requests for financial assistance will not influence a candidate’s consideration for admission. Financial aid is awarded on an annual basis and continuing students must apply each year for aid.

Application Procedures
New domestic students are encouraged to begin to apply for financial aid at the same time they are seeking admission. Applicants for financial aid need to:

1. Complete the Free Application for Federal Student Aid (FAFSA) by going to www.FAFSA.gov. Be sure to include the University’s school code, 001416, on the FAFSA.
2. Submit copies of the student’s and parents’ federal tax transcript and other verification documents upon request from the Office of Student Financial Services.
3. Upon request from the Office of Student Financial Services, submit immigration documentation certifying permanent resident status, if you are a non-U.S. citizen applying for need-based financial aid.

Continuing students must reapply for financial aid each year no later than March 1 to be given full consideration for aid for the following academic year. Students must:

1. Complete the Free Application for Federal Student Aid (FAFSA) by going to www.FAFSA.gov. Be sure to include the University’s school code, 001416, on the FAFSA.
2. Submit copies of student’s and parents’ federal tax transcript and other verification documents upon request from The Office of Student Financial Services.

Students and parents are encouraged to call or visit the The Office of Student Financial Services if they have any questions or would like assistance with the application process. For further information call or write:
The Office of Student Financial Services
126 Park Avenue, Bridgeport, CT 06604, (203) 576-4568 or toll free 1-800-243-9496, FAX (203) 576-4570.

Satisfactory Academic Progress
In order to maintain eligibility for financial aid a student must maintain satisfactory academic progress. Financial aid recipients are expected to make reasonable progress as a condition of receiving and continuing to receive aid. Students’ academic progress is assessed according to qualitative and pace measures as they apply. The qualitative measure is (grades) is similar to the academic standards applied to all UB students. The pace measure (number of credit hours completed successfully/maximum timeframe) is used to monitor progress toward degree completion. For a student to be making satisfactory academic progress the student must meet the following qualitative GPA standards and have completed, with a passing grade, at least 67% of the cumulative attempted credits.

Undergraduate
CREDITS ATTEMPTED MINIMUM C.G.P.A.
(including transfer credit)
1 – 24 1.5
25 – 48 1.7
49 – 59 1.9
60 or more 2.0

Graduate
Graduate students must maintain a C.G.P.A. of 3.0 and complete 68% of the cumulative attempted credits.

FINANCIAL AID PROVISIONAL STATUS
Students not meeting satisfactory academic standards for a given academic term, as outlined above, are notified in writing and will be placed on financial aid probation for one semester for which they may receive their aid. At the end of the probationary semester, satisfactory academic progress will be reviewed. If the student meets the minimum standards as outlined, the probationary status will be lifted. If minimum standards are not met, the student will forfeit his or her future eligibility for financial aid and will be notified in writing.

Students who have not maintained eligibility to receive financial aid due to unsatisfactory academic progress may appeal for one additional semester of probationary eligibility. The student must also sign an Academic Plan agreement with Student Financial Services outlining what is needed to meet SAP. Appeals must be submitted to the Office of Student Financial Services within 10 calendar days of receipt of notice of action taken for committee review. The decision on the appeal is final. Late or incomplete appeals will not be accepted or reviewed.

REINSTATEMENT OF AID
If a student is re-admitted, the University will consider the student’s application for financial aid. Reinstatement of aid is not automatic and the student must submit a letter to the Office of Student Financial Services requesting a reinstatement. In order to remain eligible for aid, students must meet the minimum academic progress standards as outlined or lose...
eligibility for the following semester.

FINANCIAL AID RETURN POLICY

Students withdrawing from all courses should see financial aid as it is important to discuss withdrawal and refund as it pertains to the individual student, and its implications for balances owed to the University, federal student loan repayment and future eligibility for financial assistance.

Return of Institutional Aid

Students withdrawing within the University’s Tuition Refund Schedule (see Tuition, Fees and Other Expenses) will have the same schedule applied to their University of Bridgeport aid.

Return of Federal Aid

If you have been awarded federal (Title IV) aid and you withdraw before completing 60% of the semester your financial aid award will be recalculated, according to the percentage of the semester you have completed. The formula for calculating this percentage is:

(Days enrolled) - (Official breaks of five days or longer)
Total number of class days in the semester.

Students who plan to withdraw from classes are advised to speak with a Financial Aid Advisor prior to doing so to ensure they are aware of the ramifications to their financial aid.

Financial Assistance Programs

The University of Bridgeport believes that a student’s achievements should be recognized and rewarded. Our scholarships and grants enable students who have potential and want to benefit from a high quality academic program. Students who qualify must enroll as and maintain full time traditional status. Graduate awards are renewable for up to four years based on satisfactory academic progress and good standing at the University. Students who are enrolled in accelerated/professional courses are not eligible for these awards.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are available. Please contact the Office of Graduate Assistantships (203) 576-4111.

University of Bridgeport Merit Award

Financial need is not required for merit based scholarships which are awarded at time of admission based on criteria set forth by the Office of Admissions.

University of Bridgeport Grant

Awarded to undergraduates with financial need. University of Bridgeport’s Merit and Need based awards, combined with federal and state grants, are limited to tuition and fee charges. Resident Assistants and Athletes may receive designated funds to go toward housing charges.

Federal Title IV Programs

FEDERAL PELL GRANT

Pell Grants are awarded to undergraduate students who have not earned a bachelor’s or professional degree. Pell Grant awards are based upon the student’s Estimated Family Contribution (EFC), enrollment status, cost of attendance, and the number of credit hours in which the student is enrolled. The maximum grant a student can receive for the year is determined by the government.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG is a grant that does not have to be repaid. Priority is given to the neediest students with the lowest EFC’s who are PELL eligible. Students who have submitted their financial aid applications by the University’s deadline will be given first priority. All other students will be given consideration for FSEOG funds on a first come first serve basis pending the availability of funds. FSEOG awards vary based on need and U.S. Department of Education allocation to the University.

FEDERAL WORK STUDY (FWS)

The Federal Work Study Program provides jobs for undergraduate students who demonstrate financial need. The amount of the FWS award is based on both the student’s need and the availability of funds at the University. While there are several FWS jobs available on campus, students are also encouraged to work in community service related jobs.

FEDERAL PERKINS LOAN

A Federal Perkins Loan is a low interest (5%) loan for both undergraduate and graduate students who demonstrate exceptional financial need. Students who have submitted their financial aid application by the University’s deadline will be given first priority. All other students will be given consideration on a first-come first-served basis pending the availability of funds. Award amounts vary based on need and U.S. Department of Education allocation to the University.

FEDERAL DIRECT LOANS (SUBSIDIZED and UNSUBSIDIZED)

All student loans will now be originated in the Direct Loan Program, in which the federal government makes loans directly to students. Both Direct Loan programs require the borrowers to complete an Entrance Counseling and the Master Promissory Note. To obtain more information about the Federal Direct Loan programs; you can visit the website at: www.studentloans.gov.

The Direct Subsidized Loan is awarded to undergraduate students who demonstrate financial need. The federal government pays all interest costs for Direct Subsidized borrowers while the borrowers are attending school at least half-time and during deferment periods.

The Direct Unsubsidized Loan is awarded to students who do not meet financial need, need to supplement their Direct Subsidized Loans or are Graduate students. Borrowers may defer payment of interest during school, grace, and deferment periods, but remain responsible for all interest that accrues (accumulates). Any interest accrued and not paid by time repayment period begins will be capitalized. A small origination fee will be charged by Direct Lending for each loan.

The amount is determined each year by the government.

Undergraduate Dependent students may borrow as freshman up to $5,500 (including up to $3,500 Subsidized) per year; sophomores up to $6,500 (including $4,500 Subsidized) per year; and $7,500 as juniors and seniors (including up to $5,500 Subsidized) per year.

Undergraduate Independent students may borrow as freshman up to $9,500 (including up to $3,500 Subsidized); sophomores up to $10,500 (including up to $4,500 Subsidized); and as juniors and seniors may borrow up to $12,500 (including up to $5,500 Subsidized).
Students start repayment of the loan(s) (plus interest) six months after completion of the degree program, withdrawal or change to less than half-time enrollment status. The government offers different repayment plans and the most frequent is the standard repayment which spreads out over the course of 10 years (principal and interest amounts).

Important to Know: Dependent students whose parents get DENIED a Federal Direct PLUS Loan can receive an additional $4,000 for the freshman and sophomore years and $5,000 for juniors and seniors years.

GRADUATE/PROFESSIONAL students can borrow up to $20,500 per award year. Chiropactic and Naturopathic students have increased eligibility in Direct Unsubsidized.

Interest rates on Federal Direct Loan programs get established every year; starts on/after July 1st of the current year and carries into the following calendar year ending June 30th.

FEDERAL DIRECT PLUS LOANS
The Federal Direct PLUS Loan programs are available to parents of dependent students and graduate and professional degree students. The amount that could be borrowed is up to the cost of attendance, minus financial aid from other sources. Interest Rates are determined each year. An origination fee will be charged by Direct Lending. The amount is determined each year by the government.

FEDERAL DIRECT PARENT PLUS LOAN
Parents of dependent students may apply for a parent PLUS LOAN to help their child’s educational expenses. The parent must be the student’s biological or adoptive parent. The parent must not have an adverse credit history (must be credit worthy). The parent must complete the plus loan application and sign the Master Promissory Note (MPN).

FEDERAL DIRECT GRADUATE PLUS LOAN
The Graduate/Professional seeking degree students can borrow a Direct PLUS Loan to help them cover their educational expenses. The amount of loan they can borrow is up to their cost of attendance minus the Federal Direct Subsidized and Unsubsidized Loans for the award year. The student must complete the Direct PLUS Loan application and sign the Master Promissory Note every academic year.

State Programs
Financial assistance programs are available to qualified students from the state of Connecticut, including the Connecticut Independent College Student Grant. Many other states also have scholarship programs for residents of their state. For more information, contact your state’s agency for higher education.

Governor’s Scholarship Grant
As an independent University, the University of Bridgeport participates in the Governor’s Scholarship Grant Program. Connecticut undergraduate students who enroll on a full-time basis at the University and who meet the Expected Family Contribution (EFC) requirements are considered for this grant. Funding is limited. Students who file financial aid applications by the priority deadline will be considered first.

Governor’s Scholarship
Connecticut residents who are undergraduates can apply to the Connecticut Board of Higher Education for consideration. Eligibility is based on SAT scores of at least 1,800, or rank in the top 20% of their high school class. Financial need is also a criterion. Applications are available at high schools or at www.ctdhe.org and must be submitted by February 15. Students who are recipients of CSP awards must follow the state renewal process each academic year.

Named Scholarships

UNDERGRADUATE

Alumni Scholarship Fund. Created in Spring 2004 by the Alumni Association for a junior or senior facing financial hardship with a GPA of at least 3.00 and consideration given to the student’s character, academic accomplishments, participating in activities or clubs on and off campus, community service, athletic activity participation, contributions to the University community, and similar criteria. The intent of the scholarship is to prevent the recipient from being compelled to discontinue his or her studies at the University due to such financial hardship.

The Michael J. Autuori Scholarship. For academic excellence in Anatomy and Physiology for a student in the Fones School of Dental Hygiene.

Bigelow Family Scholarship. Two Bigelow Scholars will be chosen from each class. The recipients must be from the region and have an academic record that shows success in the past and promise for the future.

Alfred V. Bodine Memorial Scholarship Fund. Established by contributions from friends in memory of Alfred V. Bodine and by a bequest from the estate of Mr. Bodine. Alfred Bodine was a Bridgeport industrialist and civic leader and was chairman of the University of Bridgeport Board of Trustees at the time of his death.

George C. Brown & Carol M. Wright Alumni Scholarship. Established by Alumni George C. Brown ’64 and Carol M. Wright ’88. Income from interest on the endowment will be awarded annually to a student who has exhibited an interest in the Middle East and desires a better understanding of the region’s politics, history, arts or culture.

Armand J. Cantafio Scholarship. Established by Armand J. Cantafio, President of Northeast Electronics Corporation. To be awarded to a two or four year student in the Health Sciences who is from Fairfield County and is in need of financial aid.

Allison Yeonsil Choi Scholarship. The Allison Yeonsil Choi Scholarship was established in 2005 by family and friends in honor of Allison Yeonsil Choi, a University of Bridgeport Alumna. The award is available to those majoring in World Religions or whose primary field of study is either philosophy or history. It is meant to help the student with the purchase of books, software, or other materials related to their studies. Competition for this award will be announced in the Fall beginning in 2009.

Anthony F. Colucci, Jr. Memorial Scholarship. Established in 2013 in memory of Anthony F. Colucci, Jr. an Air Force Veteran and 1977 graduate in Accounting, provides scholarship for senior accounting majors that are also veterans. In the event there is not a candidate that meets all of the established criteria, priority will be given to a veteran going into their senior year.

John and Wanda Cox Scholarship Fund. Established by the family and friends of Mr. and Mrs. Cox in honor of their 25th wedding anniversary and additional gifts received upon the death of Mr. Cox, who was Vice
President for University Relations. The annual income is awarded to a worthy and needy student from the Greater Bridgeport area.

**Harold Dart Endowed Scholarship.** The income shall be used by the Music Department at the discretion of the chair of the Music Department. Special preference to be given to an outstanding piano student for a yearly award as determined by the Music Department faculty.

**Delaney Memorial Scholarship.** Ms. Eileen A. Delaney, the originator of the Delaney Foundation, was interested in providing financial assistance to worthy and needy students in the Health Sciences to pursue their education in the field of health and medical education, in order to encourage the promotion of treatment and advancement in human care.

**Frederick A. DeLuca Scholarship.** The Frederick A. DeLuca Foundation Scholarship will be awarded to an outstanding deserving Freshman with prior academic achievement, participation in extra-curricular activities, employment while attending school and financial need. This is a renewable scholarship and the total award is in the amount of $5,000. This award will be distributed as follows: $1,000 the first year with a GPA of 3.0; $1,000 the second year with GPA of 3.2; $1,000 third year with a GPA of 3.4; $2,000 fourth year with GPA of 3.6. A renewal application must be completed each year accompanied by the student's most recent academic transcript.

**Dean Francis X. Di Leo Memorial Scholarship.** The Dean Francis X. Di Leo Memorial Scholarship Fund was established by members of the Di Leo family, colleagues, friends and graduates of the University of Bridgeport School of Business and Public Management in honor of the former dean of the college. The income from the invested principal is awarded to deserving full-time, part-time undergraduate or graduate students enrolled in the School of Business.

**Catherine Doyle Scholarship.** Established by Frank P. Doyle. Income to be awarded to deserving students, with academic promise and financial need, who are pursuing careers in the Health Sciences.

**William B. Dragan Scholarship.** Established by Centrix, Inc., in support of the mission of the Fones School of Dental Hygiene, for Connecticut, preferably Greater Bridgeport area, Dental Hygiene students demonstrating financial need, good behavior and character and maintaining at least a 3.00 GPA.

**Dr. Frank J. Dunnigan Scholarship.** Established by funds from the Prentice-Hall Foundation. Scholarship grants will be awarded to exceptionally qualified students majoring in Business who may be either an entering freshman or have reached any other class level.

**Dr. Edwin G. Eigel, Jr. Memorial Scholarship.** Established in memory of the 7th President of the University, this scholarship may be awarded initially or subsequently to students of good behavior and character, they have earned at least a 3.50 GPA for each semester enrolled at UB, while successfully and continuously earning 60 semester hours at UB during the two academic years preceding the initial award.

**Engineering Scholarship.** The School of Engineering announced on August 28, 2013 that Distinguished Alumnus Roy H. Friedman ’46, president and CEO of Standard Oil of Connecticut, and his wife Aline Friedman, have given funding for scholarships supporting top-performing Engineering students. The first Roy and Aline Friedman Excellence in Engineering Scholarship will be awarded in spring 2014 to one or several undergraduate or graduate Engineering students who have shown excellence through high grades, scholarly activity, and humanitarian character, and have demonstrated financial need. Finalists will be recommended by Engineering School Dean Tarek Sobh and Ainsif Mahmood, chairman of UB’s Computer Science and Engineering Department. Scholarship recipients will then be chosen by Standard Oil executives. Dean Sobh said that the scholarship is indicative of the Friedmans’ loyalty to UB. “Roy works with our faculty, has hired our students, and has always been interested in the Engineering School. This scholarship is a reflection of that commitment, for which we are extremely grateful.”

**Bernard & Eva Ettlinger Scholarship Fund.** Annual income from the fund provides an award for worthy students of academic promise and financial need from the State of Connecticut.

**Jeffrey S. Ferguson Memorial Scholarship.** Established by Arthur and Ann Ferguson in memory of their son Jeffrey, an outstanding student while at the University, whose death left much potential unfulfilled. First preference is given to a student in Computer Science who is academically gifted and in need of financial aid.

**Fones Alumnae Scholarship.** Supported by the alumnae of the School of Dental Hygiene, provides an award of $100 each year for a deserving student in either the two or four-year Dental Hygiene program.

**Gould Scholarship Fund.** Financed from funds of the Gould Foundation, Inc., established under the will of Elizabeth B. Gould. Awards are made to qualified entering freshman women from Fairfield County with provisions for renewal. The scholarships provide $1,500 in the freshman year, $1,250 in the sophomore and junior years, and $1,000 in the senior year. Preference is given to students with academic promise, demonstrated leadership qualities, and financial need.

**Dr. Kenneth R. and Lancy A. Gray Scholarship.** The Lancy A. Gray Scholarship is made possible by Dr. Kenneth R. Gray (currently a member of the UB Board of Trustees) and his wife Doris to honor the memory of their daughter Lancy. She died in 2000 at the age of fifteen, by which time she had already become an accomplished linguist and cellist.

University undergraduates in good academic standing, as well as incoming freshmen and transfer students are invited to apply if they have a demonstrated need for financial assistance based on existing FAFSA and University of Bridgeport standards and have an interest in fostering understanding amongst people of different cultures. Applicants must submit an essay of 600 words or more on the topic “Fostering Understanding Amongst People of Different Cultures.”

The Scholarship is awarded annually.

**Anna Ryan Hamburger Memorial Scholarship.** Established by her husband, Lewis Hamburger, with preference given to residents of the Greater Bridgeport area demonstrating financial need and academic standing.

**Michael and Ida Hoffman Family Fund.** Established by Mr. and Mrs. Sidney Hoffman and Mr. and Mrs. Maurice Hoffman in memory of their parents. It honors Michael and Ida Hoffman “who understood and were grateful for the freedom and blessings of America and is to be granted to a student who gives promise of being worthy of this tradition.”

**Harvey and Joan James.** Established by
Student Financial Services

alumnus Harvey James ‘74 and his wife Joan James. The income generated from the endowment will be awarded annually to a returning student who has demonstrated leadership in academics, campus life, and service to the community.

Joseph T. and Julia A. Kasper Memorial Scholarship. Established in memory of Joseph T. Kasper and Julia A. Kasper, his wife, by the Kasper Group, Inc. Mr. Kasper, who founded the firm in 1920, served as Bridgeport’s City Engineer during the 1960s. Scholarship assistance will be awarded to one African-American or Hispanic student graduating from each of the three Bridgeport high schools and expressing interest in engineering and its related fields. Should there be no eligible candidate as defined above, the criteria can be expanded in consultations with fund representatives.

Reverend Dr. Martin Luther King Memorial Scholarship Fund. A gift to the University for an endowed scholarship by the members of the Class of 1968.

Fred E. Lacey Memorial Scholarships. Established by a bequest from the late Fred E. Lacey, former president of the Lacey Manufacturing Company and a Trustee of the University. Income from the trust provides for deserving students in need of financial assistance.

Paul P. and Paulette Liscio Scholarship Fund. Established by Dr. and Mrs. Paul Liscio, the income from the fund is awarded annually to students in the Fones School of Dental Hygiene. This scholarship is available to students from the State of Connecticut who demonstrate scholastic achievement and financial need.

Dr. Henry W. Littlefield Scholarship Fund. Established in honor of UB President Emeritus, Dr. Henry W. Littlefield. Awarded to entering freshmen or transfer students with excellent academic records. Preference to residents of Southwestern Connecticut.

Sid Litwalk Alumni Scholarship for the Performing Arts. Established by long-time friend of the University and valued alumnus Syd Litwalk ‘52. Income from the endowment is awarded annually to a student in the performing arts who has demonstrated an exemplary level of commitment.

Earl E. Mastri Memorial Scholarship. Established by the friends and family of Earl E. Mastri to encourage and assist Bridgeport area scholar athletes with demonstrative academic and athletic ability, an inquisitive mind, a sensitivity to people and their needs and the potential for leadership and achievement.

Charles E. Merrill 50th Anniversary Scholarship. Established by the Charles E. Merrill Trust in recognition of the University’s 50th Anniversary. Income from an endowment of $20,000 is provided annually as financial aid to students in various fields of Business Administration. The Merrill Trust was founded by Charles E. Merrill in 1973. Mr. Merrill founded the investment firm of Merrill, Lynch, Pierce, Fenner & Smith, Inc. in 1914.

Gerald L. Phillippe Memorial Scholarship. Made possible by members of the Elfun Society, Bridgeport Chapter, of the General Electric Company. The annual income from the endowment is used for a scholarship or scholarships for needy and worthy students of families residing in Fairfield County. First preference is given to students of the minority community.

President’s Merit Scholarship. Paying forward the scholarship that Russell Stanley received in 1966-1967, an incoming freshman with an outstanding High School Record, High SAT’s, High Rank in their Graduating Class, and demonstrative need would be eligible for this scholarship.

Harriet M. Radler Memorial Scholarship. Established by Louis Radler, President of Chessco Industries, alumnus and member of the Board of Trustees, provides an annual award with first preference given to a needy, deserving, part-time student. Also, Scholarship to be awarded to a student enrolled in the Health Sciences, residing in Fairfield County, with academic promise and financial need.

Melissa Wendy Rainville Fund. Established by her mother in memory of Melissa who was an Academic Advisor in I.D.E.A.L. program. This award is given to an I.D.E.A.L. student.

Mark L. Ritter Alumnus Scholarship. This Scholarship was established to encourage a Marketing major and permanent resident of New York State to pursue studies at the University and who is need of financial aid.

Natalia B. Romalis Scholarship. The scholarship is to be given to a Mathematics major for “Academic Excellence in Mathematics.” The Director of the Division of Mathematics & Sciences will appoint a committee of faculty from that division to select the recipient.

Clarence D. L. Ropp Scholarship. Established by the class of 1963 in honor of Dr. Clarence D.L. Ropp, retired dean of the College of Arts and Sciences, in appreciation of his dedicated service and devotion to the University for over thirty-five years. The income from this fund is awarded to a needy senior or seniors who have earned a specified cumulative quality-point ratio.

Wanda B. Russo Health Science Scholarship Fund. Established by Dr. Robert Russo and Wanda B. Russo, a Trustee of the University. Students in Health Sciences residing in Fairfield County, with academic promise and financial need are eligible.

Etta and Jack Sabarsky Scholarship. Established by Neil and Michael Mellen in honor of Etta and Jack Sabarsky, in appreciation of the support and encouragement they have given to Neil and Michael at important times in their lives. Awarded annually to a senior majoring in Business who is in financial need and could not complete his/her studies without this scholarship.

Susan Terzian Memorial Scholarship Fund. Established by her mother, Roxy Terzian; her aunt, Rose Gadakian, and friends, associates, and sorority sisters in Omega Phi Alpha, a service sorority, in honor of Susan Terzian. The scholarship is awarded annually to a member of the sorority or to a woman Biology major who has completed her freshman year.

Ian Tesar Design Excellence Scholarship. The friends and colleagues of Ian Tesar, in his honor and on the occasion of his retirement from Robbins Tesar have established a scholarship for the Outstanding Sophomore Design student who has registered for his junior year with a GPA of at least 3.00 and who has taken an active role in the design department and the student IDSA chapter.

Robert J. and Phyllis P. Tobin Scholarship. Established by Mr. Tobin and Mrs. Tobin, a University of Bridgeport alumna. Income from the endowment provides an annual scholarship to a freshman student who has achieved high academic grades in secondary school, who has demonstrated leadership qualities, has good character, and requires financial assistance.

John W. Waser ‘50 Scholarship. The John W. Waser Scholarship provides general scholar-
ship assistance with preference for students of electrical or mechanical engineering. The endowment comes at the bequest of Marie C. Wasar in memory of her brother, a 1950 graduate in mechanical engineering.

George R. Weppler Memorial Scholarship Award. Established by a gift of the Harvey Hubbell Foundation in memory of George R. Weppler, a Trustee of the University of Bridgeport. The annual income is used for Engineering scholarships.

John C. White and Marilyn L. White Memorial Scholarship. Established in 2005, for Basketball Scholar Athletes of outstanding character. John C. White, a Trustee and 1950 graduate in Business, and his wife were great fans of UB Basketball.

Hinda M. and Martin F. Wolf Scholarship. A full-time undergraduate in the College of Public and International Affairs, majoring in Criminal Justice with an interest in pursuing a career in law or a related field, residing in the Greater Bridgeport area, demonstrating financial need and maintain satisfactory academic standing.

AWARDS AND PRIZES

Harvey Herer Memorial Fund. Awarded to a Women’s Basketball Team junior with the highest GPA at the Spring Sports Banquet.

Dr. George B. Blake, Jr. Memorial Fund. George Blake was an extraordinary individual who served his students at the University of Bridgeport as an Associate Professor of English as well as the Director of the School of General Studies until his untimely death in 2001. The subsequent outpouring of grief by students, faculty, and administration led to the establishment of the Memorial Fund, used to date to establish a gathering place in his name outside of the west entrance to Charles Dana Hall. The remaining proceeds will fund the stipend associated with the Dr. George B. Blake, Jr. Humanities Award.

Dr. George B. Blake, Jr. Humanities Award. Established by his friends, family, and co-workers to honor Dr. George B. Blake, Jr., Associate Professor of English, known for his commitment and guidance to underprepared students who aspired to an Associate or Baccalaureate Degree, as well as his warmth, humor, erudition, and abiding respect for students and co-workers, the Award will honor Dr. Blake’s twenty-three year career at the University by commemorating his concern for the ideas and ideals that preserve and celebrate the dignity of the human condition.

This award will be presented annually to a graduating senior who has achieved distinction in the pursuit of the humanist qualities exemplified by Dr. Blake throughout his life, and engaging in civic discourse with clarity and elegance. The recipient will be chosen by a committee of three fulltime teaching faculty in the humanities who are in turn selected by the faculty of the Arts and Sciences. Nominations are encouraged from the entire undergraduate population and the award will be presented at the appropriate honors convocation.

William E. Laur Achievement Award. The William E. Laur Achievement Award is for full-time international students in the College of Naturopathic Medicine. The recipient will be chosen by the faculty.

Samuel Lioon Dietetic Award. Douglas Laboratories has established “The Samuel Lioon Dietetic Award” to be given to students in the College of Naturopathic Medicine.

Phi Kappa Phi Freshmen Achievement Award. Established in 2007 by Dr. Kuen Choi, Professor Emeritus in the School of Business.

Charles E. Reed Science Award. Established by the Board of Trustees of the University of Bridgeport to honor Dr. Charles E. Reed for his distinguished leadership as Chairman of the Board from 1978 through 1983, and in recognition of his outstanding contributions to the field of science. The award will be presented annually to an undergraduate student who has achieved the highest level of excellence in scientific and/or engineering studies at the University of Bridgeport.

Graduate Scholarships

Applications are available in January of each year for the following year’s graduate scholarships.

SCHOOL OF BUSINESS & SCHOOL OF ENGINEERING

Iris L. Bresky Memorial Scholarship offers support for students in HISP program. First preference is to an Argentine student majoring in Computer Engineering or Business Administration.

Allan M. Chanales Memorial Scholarship. Established by the TRW Corporation for the benefit of a student in Computer Engineering.

Dean Francis X. DiLeo Memorial Scholarship Fund was established by alumni, faculty and friends of the late Dean Francis X. DiLeo. Income from this fund provides partial scholarship awards to deserving students on the basis of academic excellence and leadership.

Kirnankumar R. Gopu Memorial Scholarship. Established by the family & friends of Kirnankumar R. Gopu, who was lost in the terrorist attack on the New York World Trade Center on 09/11/01, while he was on a Cooperative Education assignment at Marsh & McLennan, Inc. and working for an M.S. degree in Computer Science. This scholarship is for full-time international students in the School of Engineering majoring in Computer Science with at least a 3,50 GPA.

SCHOOL OF EDUCATION

Lydia A. Duggins Memorial Fund. Created in honor of Dr. Lydia A. Duggins, a cherished and renowned Professor of Reading at the University of Bridgeport, this fund will be used to provide scholarships for students in Education.

Peter Gebrig Linabury Memorial Fund. Established in 2012 by his family, this scholarship is to be awarded to students changing careers to become teachers in elementary education.

Richard Conant Harper Scholarship. Established by Dr. Richard C. Harper upon his retirement from the School of Education after 20 years of service to assist single mothers in their quest to become certified public school teachers.

Lauren Rousseau Elementary Education Memorial Scholarship. The Lauren Rousseau Elementary Education Memorial Scholarship, established to honor the memory of Lauren Gabrielle Rousseau, a 30-year old teacher, who was one of the 26 individuals who lost their lives in the tragedy at Sandy Hook Elementary School on December 14, 2012, will be awarded to an applicant seeking certification in elementary education.
who is a highly motivated, passionate, strong individual with a desire to make a meaningful contribution to the lives of young children through their teaching.

**Drs. Louise and Anthony Soares Scholarship** in Teacher Education is awarded annually, with first preference given to a graduating senior at the University of Bridgeport wishing to pursue a teaching certification or a master’s degree in Education at UB. If that person is not available, the scholarship may be awarded to a student at the graduate level who has achieved a 3.0 QPR on an undergraduate basis and has financial need.

**Augusta Silverstone Memorial Scholarship.**
Given by her sister, Minnie Silverstone, in recognition of Augusta’s contributions as an educator and counselor with the Bridgeport Board of Education. Income will be awarded as financial aid to a graduate student in either the School of Education or the Division of Counseling and Human Resources. First preference is to be given to students who have come through or plan to work within the Bridgeport school system.

**CHIROPRACTIC COLLEGE**

**Chiropractic Scholarships.** Scholarships will be awarded on the basis of cumulative academic achievement.

**COLLEGE OF NATUROPATHIC MEDICINE**

**Paul C. Bragg Health Science Scholarship Award.** Established in 2011 for 2nd, 3rd or 4th year Naturopathic students.

**Eileen M. D’Angelo Memorial Scholarship.** Awarded annually to a full-time second year student in the College of Naturopathic Medicine, who has maintained a 3.0 grade point average and shows financial need. Preference will be given to candidates returning to school after two or more years of work experience; participating in outdoor activities and/or athletic sports; and balancing perspective and concern for the environment.


Student Affairs

Dean: Edina Oestreicher
John J. Cox Student Center, Room 116
244 University Ave., Bridgeport, CT 06604
Telephone: (203) 576-4392 or 4393
E-mail: deanofstudents@bridgeport.edu

The contribution of the Division of Student Affairs to the University of Bridgeport and its students arises out of the special perspective which members of the student affairs staff have about students and their growth and development, their experiences, and their campus environments. This perspective draws on research about teaching and learning, which emphasize the importance of community, diversity, and individual differences to the educational experience.

The Student Life program is administered through the Division of Student Affairs by the Dean of Students. It includes career development, counseling and disability services, health services, interfaith center, international student services, residential life and community standards, campus activities and civic engagement as well as the Title IX Coordinator.

The Division of Student Affairs enhances and supports the mission, goals, and objectives of the University of Bridgeport as an international, culturally diverse supportive learning environment, preparing graduates for life and leadership in an increasingly interconnected world. In this role, the staff of the student affairs division has a diverse and complicated set of responsibilities: to advocate for the common good while championing the rights of the individual; to encourage intelligent risk-taking while setting limits on behavior; and to promote independent thought while teaching interdependent behavior.

The extent to which the University is successful in creating a climate in which these contradictory ends can coexist is reflected in how well students are able to recognize and deal with such contradictions both during and after their college experience. The Division of Student Affairs is committed to assisting students and the University of Bridgeport community as they seek to meet the challenges inherent in balancing these complex and often competing goals.

—Adapted from A Perspective on Student Affairs, National Association of Student Personnel Administrators, 1987.

Students are encouraged to take an active role in the life of the campus community, where there are many opportunities to contribute to group decisions, practice leadership, sort out priorities and make personal choices. Students at the University of Bridgeport are responsible for making their own decisions and forming their own judgments concerning personal, social and academic activities. They share the responsibility for maintaining the educational climate needed for learning and for personal growth. The University retains high expectations of appropriate behavior, and expects that when students decide to enroll they will abide by all the rules of the University.

When the University deems it necessary it reserves the right to notify the parent or guardian to whom a student is financially dependent regarding the health, academic or disciplinary status of the student. (Dependency is defined by Section 152 of the 1954 Internal Revenue Code).

Services

CAMPUS ACTIVITIES AND PROGRAMS
The Office of Campus Activities and Civic Engagement is dedicated to community success through challenging students to become engaged in student organization membership and participation, leadership development, and community service. Through active participation, students contribute to making a difference for the community by creating and executing diverse programs. The Office provides guidance and mentorship for all student clubs and organizations as well as offers friendly services and inviting facilities for the total learning experience.

Events and activities approved by the Office are designed to motivate, challenge, introduce and create opportunities for education — both inside and outside the classroom.

THE CENTER FOR CAREER DEVELOPMENT
The Center for Career Development is a comprehensive career counseling and resource center dedicated to empowering students as active participants in their own professional and career development. The Center for Career Development is open to all students and alumni seeking assistance with career related issues. Career Development staff meets individually with students and alumni to discuss major selection, career decision making, graduate school preparation, as well as job and internship planning. One-on-one career counseling appointments and walk-in hours (designated times where no appointment is necessary) are available to all students and alumni, as well as access to online resume/cover letter critiques. In addition, the center offers a variety of educational materials and online resources through the Career Services Virtual Career Center (through myUB portal access).

UB’s Center for Career Development also hosts career fairs and other related career development workshops and events throughout the year. A variety of local, national, and international organizations list full-time, part-time, and internship positions with the center. Students and alumni are encouraged to view these listings on the Career Development website and register on-line to get updates about events and participate in our resume referral program.

For more information contact our office at 203-576-4466, email us at careercenter@bridgeport.edu, or visit our website at www.bridgeport.edu/career. The office is located in Wahlstrom Library on the Garden Level – Rm 119.

CENTER FOR RELIGIOUS AND SPIRITUAL LIFE
Overseen by our Civic Engagement Coordinator, The Center for Religious and Spiritual Life serves the religious and spiritual needs of the UB community. Clergy and ministers from several major religious denominations have dedicated office hours at the Center and provide opportunities for worship, spiritual guidance and counseling, as well as a variety of social and educational programs which enable students, faculty and staff to enhance and nurture their religious and spiritual lives. The staff is available to all students, regardless of religious or spiritual identity, and will make appropriate referrals to resources in the greater community as requested. The Center is located on the 1st floor of Carstensen Hall. An interfaith chapel is located in Carstensen Hall and a mosque is located in North Hall. For more information, please contact the Civic Engagement Coordinator at 203-576-4274.

CIVIC ENGAGEMENT
UB students are actively involved in making significant contributions to those in
need in the greater Bridgeport community. Some of the programs UB students are involved in include tutoring local elementary and high school students, sponsoring parties and dances for area youth, visiting the elderly, assisting at soup kitchens and food banks, sponsoring clothing and food drives and organizing fundraisers for local charities. Listings of community service opportunities can be found through the Office of Campus Activities and Civic Engagement Room 231, Student Center, as well as on-line through the Student Affairs website, http://www.bridgeport.edu/communityservice. The Office is located in the John Cox Student Center, Rm 231.

CLUBS AND ORGANIZATIONS

The University supports a wide range of student clubs, organizations and special interest groups that expand and cultivate the academic, professional and cultural interests of students. Each group develops, within broad University guidelines, its own policies and programs with the assistance of a faculty or staff advisor. Increasing each year, in the 2015-2016 Academic Year, the University had 57 active clubs and organizations. A comprehensive list of active student clubs and organizations can be found on the UB website, under Campus Activities.

COMMUNITY STANDARDS

Students at the University of Bridgeport are expected to respect the rights of others, exercise responsible judgment and follow high standards of personal conduct. Students are expected to involve themselves in activities that promote the welfare of the University and to behave with courtesy and restraint toward fellow students and University staff. The University fosters a multicultural, international environment and does not condone or tolerate discrimination on the basis of gender, sexual orientation, race, color, religion, age, national or ethnic origin, creed, political affiliation, or handicap. The University strives to create an atmosphere of mutual trust between individuals, promoting self-discipline, and community standards.

At the same time, the University maintains concern about the behavior of its students both on and off campus. In the maintenance of its academic, social and health standards, the University reserves the right to be the sole determiner as to whether a student should be removed from residence life, receive fines or sanctions, be suspended or expelled, granted a leave of absence or dismissed. A student suspended, expelled from the University is responsible for the full payment of his/her financial charges for the semester.

Students are expected to conform to all governing regulations of the University as outlined in the Key to UB (Student Handbook), the Catalog and all official notifications of policy. A student will be subject to University disciplinary procedures if his/her on or off-campus behavior results in violations of these regulations, civil and/or criminal law.

Disciplinary action, notification of charges, disciplinary procedures, appeals and a review of actions that may lead to disciplinary procedures are identified and described in the Key to UB (Student Handbook). It is the responsibility of the student to familiarize him/herself with all University and Residence Hall codes, regulations and policies, which are all available on-line on the University's website and portal.

COUNSELING SERVICES

Counseling Services offers psychological treatment opportunities to all undergraduate and graduate students. Services include short-term individual counseling, group counseling, psychiatric service, outreach programs, crisis intervention, mental health screenings, and referral services. Counseling Services also offers consultations to faculty and staff that need assistance with students in distress. All services are designed to promote personal growth and emotional well-being, while enhancing students’ ability to benefit from the University environment and academic experience. Outreach workshops are available to students living in the Residence Halls with topics including (but not limited to) healthy relationships, stress management, and drug/alcohol issues.

The Counseling Services staff is committed to being responsive and sensitive to the needs of a highly diverse student population. We are particularly aware of the cultural issues facing international students and offer supportive counseling to address their needs.

For more information call (203) 576-4454, email: counselingservices@bridgeport.edu or visit us on the web at: www.bridgeport.edu/counseling.

DISABILITY SERVICES

The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the American with Disabilities Act and Connecticut State Laws, we provide reasonable accommodations to reduce the Impact of disabilities on academic functioning or upon other life activities in a University setting.

All accommodations are determined on an individual basis. If a student with a disability would like to register for accommodations, he/she is encouraged to initiate the request upon enrollment and at the beginning of each semester for which they are requesting services. It is strongly recommended that students complete the registration process before the second week of classes to facilitate the timely implementation of reasonable accommodations.

For further information call (203) 576-4454, email: disabilityservices@bridgeport.edu or visit us on the web at: www.bridgeport.edu/disability.

FACILITIES

Although opportunities for social activities occur everywhere on campus, the following facilities are used for student-related social, recreational, and organizational activities.

John J. Cox Student Center provides many facilities for student life activity. The Social Room, Campus Information Center, meeting rooms, commuter-student lounge, Knight’s End café, student-run coffeehouse, game room and billiards room are all part of the Student Center. Offices for campus organizations such as the Student Government Association, “The Scribe” student newspaper, as well as several other student organizations, are also housed in this facility. The Student Center is also home to several offices of the Division of Student Affairs. Programming in the Student Center ranges from dance parties, concerts, semi-formals and special dinners to movies, lectures and fashion shows.

Carstensen Hall houses the offices of Counseling Services, Disability Services and our Title IX Coordinator. It also houses the Center for Religious Spiritual Life which provides special opportunities for students who are seeking to maintain and enrich their spiritual life on campus. Adjacent to the Student Center, it provides a quiet, warm atmosphere in...
which individuals can reflect every day.

**FAMILY OUTREACH**

As a parent, guardian or family member of a University of Bridgeport student, you are an important part of the UB community. The University of Bridgeport connects you to the departments and people that play an active role in the lives of our students. We support our UB families through a Family Orientation program, Homecoming Weekend as well as publishing a family calendar and quarterly newsletters (the Knights’ Court). We believe the more informed you are about the University of Bridgeport, the better resource you can be for your student. Thank you for all that you do to support your student and assist us as we focus on our mission of student success at UB.

**FRATERNAL ORGANIZATIONS**

Greek Letter Organizations contribute to University social life and offer opportunities for the development of leadership skills and provide volunteer service to the campus and to the greater Bridgeport community. Current active organizations are Alpha Kappa Alpha Sorority, Inc., Alpha Kappa Alpha Fraternity, Inc., Chi Upsilon Sigma National Latin Sorority, Inc., Delta Sigma Theta Sorority, Lambda Sigma Upsilon Latin Fraternity, Inc., Lambda Pi Upsilon Sorority, Latinas Podero-sas Unidos, Inc., Kappa Alpha Psi Fraternity, Inc. and Sigma Gamma Rho Sorority, Inc.

**INTERNATIONAL STUDENT SERVICES**

International Student Services goal is to ensure institutional compliance with federal regulations and to assist international students and scholars, their dependents, and prospective students with immigration matters and adjustment to life in the United States. We strive to facilitate an environment where students can develop a clear understanding of their immigration status requirements that will support the pursuance of their degree programs. We provide information on a wide range of topics including maintaining status, travel, employment eligibility, financial questions, social and cultural differences, and personal concerns. We endeavor to minimize the difficulties our international students and exchange visitors may experience upon arrival by offering a monthly Coffee Hour and publishing a monthly newsletter “Diversity Crossroads” as well as by giving necessary information throughout the year. We also provide professional expertise on immigration, employment and taxation issues by holding seminars and workshops.

Upon arrival on Campus, all new international students and scholars report to this office for passport check-in. A mandatory immigration and personal safety information session is also required for all international students.

Please visit the International Student Services website at www.bridgeport.edu/iss for more detailed information, applications and general assistance. Individual appointments with an International Student Advisor are available by calling the office at (203) 576-4395. We may also be reached by fax at (203) 576-4461 and e-mail at internationaloffice@bridgeport.edu. The office is located in the Wahlstrom Library, Garden Level, Room 133.

**MEDIA**

The University supports a student news publication, *The Scribe*, which is published 4-6 times per semester. The residence halls, as well as the staff of the Division of Student Affairs, publish informational newsletters and the Purple Knight Weekly student activity e-newsletter as well as maintain a presence on various social media platforms.

**ORIENTATION**

New student orientation programs are designed to introduce students to the University of Bridgeport community. The orientation program begins in the summer with our summer orientation and continues a few days prior to the start of classes. This gives incoming students the opportunity to get settled in their new environment and to become familiar with their academic program. Formal and informal social and informational sessions provide students with the opportunity not only to learn about the University’s policies, but to meet and socialize with other students. All new students are expected to attend.

The Office of Campus Activities and Civic Engagement employs workers that support the transformation of campus culture through hands-on experiences in project management, workshop development, club training, project implementation, student advisement, event planning, budgeting, student supervision, and the development of leadership skills. The Office is located in the John J. Cox Student Center, Rm 231.

**RESIDENTIAL LIFE**

The University recognizes the important contribution that life in the residence halls can make to a student’s total educational experience. Each hall is staffed by a live-in professional staff member and trained student staff Resident Assistants or Community Assistants on each floor. Their efforts are coordinated through the Office of Housing, Residential Life and/or Community Standards. Residence Hall staff have the responsibility of enforcing University policies, procedures and regulations as they relate to residential living as well as promoting, with the active cooperation of residents, an environment that supports academic achievement. The office is located in the back of Seeley Hall.

**LIVING ON CAMPUS**

The University offers a variety of housing options. Students have the choice of a single, double, double-as-single, triple or triple-as-double room, each with a different price structure. Room preference assignment is subject to availability with some restrictions. Efforts are made to match new roommates by preferences stated in their housing contract. Students may seek a change in roommates after the first week of classes but before October 1 (fall semester) or March 1 (spring semester). The University is not responsible for theft or damage to personal property; students are advised to obtain renter’s insurance, or ensure coverage under their parents’ homeowner’s policy.

**RESIDENCE AND MEAL PLAN REQUIREMENTS**

All students who are full-time undergraduates are required to live in University residence halls unless they meet one or more of the following criteria:

1. Those who have attained the age of 21 by the first day of classes.
2. Those who have accumulated 90 academic credits (including transfer credits) by the first day of classes.
3. Those who are living at home with parents, a spouse or other immediate relatives within a 50 mile driving distance of the University.

Exceptions to this policy must be requested.
from the Office of Housing, Residential Life and Community Standards in writing and approved by the Executive Director of Residential Housing, Residential Life and Community Standards, or his/her designee by the first day of classes. The Residential Life “Easy Living” package includes both room and a choice of meal plan options.

Meals are served three times daily, with the exception of Saturday and Sunday when two meals are served. The Dining Hall is closed during vacation periods as scheduled in the University calendar. Meals to suit a variety of dietary needs are available at the Dining Hall upon request.

Winter and summer housing is available on a limited basis and under separate contract. Additional requirements may apply.

The Residence Hall and Meal contracts are signed by the student, binding for the academic year (not the semester).

STUDENT HEALTH SERVICES

The mission of University of Bridgeport Student Health Services is to promote the well-being of students. We provide high quality, culturally competent, outpatient ambulatory care for the treatment of acute illness and injuries. In addition, health education programs are offered to the campus community.

Student Health Services does not seek to replace family physician care but rather to supplement that care during years when the student is attending the University, often at some distance from home. Student Health Services’ emphasis is geared towards wellness. We offer health education, preventive health screenings, health promotion programs and immunizations. Students’ individual needs are attended to in a confidential and caring manner. All information and records pertaining to any aspect of a student’s health are strictly, confidential. Student Health Services is staffed by a Medical Director, two part-time APRNs, two full-time registered nurses, and an Office Manager and is located at 60 Lafayette Street, Room 119.

STUDENT HEALTH SERVICES REQUIREMENTS

Students registering at the University of Bridgeport are required to provide proof of immunization listed below prior to registration. Health Requirements and Health Forms can be found on www.bridgeport.edu/healthform.

MMR (MEASLES, MUMPS, RUBELLA) IMMUNIZATIONS

Connecticut Public Act No. 89-90 requires all students born after December 31, 1956 to provide proof of immunization against measles, mumps, and rubella. You are required to provide proof of two doses of measles, mumps, and rubella immunizations.

1. First dose on or after 12 months of age and given in or after 1969.
2. Second dose given on or after January 1, 1980.
3. Laboratory evidence (blood test) of immunity is acceptable in lieu of administration of vaccines but you must provide proof of immunity with a Laboratory report.

VARICELLA (CHICKENPOX) IMMUNIZATIONS

1. Two vaccines (12 weeks apart if vaccinated between 1 and 12 years and at least 4 weeks apart if vaccinated at age 13 years).
2. Laboratory evidence (Blood Test) of immunity is acceptable in lieu of administered vaccine, but you must provide proof of immunity with the laboratory report.
3. A documented history of having had the disease by a medical doctor or public health department is accepted documentation.
4. Students born in the United States before 1980 are exempt.

MENINGITIS VACCINE (A, C, Y, W-135)

Students who will be residing in on-campus housing will also be required to provide proof of meningitis vaccine administered (A, C, Y, and W-135) within the past 5 years.

TUBERCULOSIS TESTING

A tuberculosis risk assessment and if necessary a Tuberculosis test (PPD) / IGRA or Chest X-ray is required within six months prior to admission to the University. History of prophylactic treatment if indicated is also required. Tuberculosis testing is not required for IDEAL students, through it is highly recommended by Student Health Services. The Tuberculosis Risk Assessment and associated information can be found on www.bridgeport.edu/healthforms.

HEPATITIS B VACCINE

College students are at an increased risk of developing a Hepatitis B infection. All students are strongly encouraged to be vaccinated for Hepatitis B. Hepatitis B vaccine information from the Center for Disease Control can be found on http://www.cdc.gov/VACCINES/vpd-vac/hepb/default.htm.

STUDENT HEALTH INSURANCE

All on campus students are automatically enrolled in the Injury plan at registration. All full-time undergraduate students, all students in campus housing, and Physician Assistant Students are required to participate and are automatically enrolled in the Sickness plan at registration and charges are added to their account, unless proof of comparable coverage is furnished by the deadline date indicated on the Waiver website. All international students are required to participate and are automatically enrolled in both the Injury and Sickness Plans at registration and charges are added their account. Coverage for international students cannot be waived.

Part-time Domestic Graduate Students taking at least 6 credit hours and Part-Time Undergraduate students taking at least 7 credits who are not living on campus may participate in the Sickness plans on a voluntary basis. Dependents of those enrolled for both Injury and Sickness may also participate in the plan on a voluntary basis.

TITLE IX COORDINATOR

The University of Bridgeport is committed to preventing or eliminating all forms of gender-based discrimination in its education programs or activities in accordance with its commitment to Title IX of the Education Amendments of 1972. Gender-based discrimination includes sexual assault, sexual harassment, intimate partner violence, and any act in violation of the University’s sexual misconduct policies. The Title IX Coordinator provides education and awareness programming and serves as a resource for individuals seeking on-and-off campus advocacy and support services. The Title IX Coordinator may be contacted with questions regarding Title IX.
Academic Regulations and Procedures

GENERAL INFORMATION

The Advising System

The University provides academic and personal services to support each student’s effort to gain the best possible undergraduate education. Selecting a course of study, choosing a major, and deciding upon a career are crucial decisions for every student. The Advising System functions to assist students in designing their programs according to their individual interests and needs.

Students are assigned a faculty advisor upon acceptance to the University. Faculty advisors are available for consultation throughout the student’s tenure for purposes of academic advisement and assistance with course selection. Advisors approve registrations for traditional undergraduates and programs or major changes for all students. For assistance with non-academic concerns, professional counselors are available through the University’s Student Affairs Division.

CONSENT TO PLAGIARISM SCREENING

Students are expected to be familiar with and to comply with the University’s policies prohibiting plagiarism as set forth in the Key to UB-Student Handbook. Some courses utilize electronic screening to detect plagiarism, e.g., Turnitin. These plagiarism screening programs analyze the extent to which students’ submitted assignments constitute original content and compare students’ submissions to an extensive network of web pages, articles, and other student work in their databases. Using these resources, these programs produce originality reports which categorize submission content, determining what percentage of each assignment matches text found in their databases.

By enrolling in course(s), students consent to the above-described plagiarism screening programs and may also be required to approve specific terms and conditions of use when submitting an assignment. Students also consent to retention of their submission in Turnitin or other plagiarism screening platforms, but retain full copyright of their submission.

Interruption of Studies

WITHDRAWAL FROM A COURSE

Undergraduate students may withdraw from any course with advisor approval. Graduate students may withdraw from any course other than a Thesis, Independent Study, Research or equivalent. Course withdrawals may be requested up to the last date to withdraw from courses as published in the course schedule book or academic calendar. To withdraw from a course, obtain a Schedule Adjustment Form from the Office of the Registrar and take it to your advisor. Advisor’s signature is required to withdraw from any course. Return the signed withdrawal form to the Office of the Registrar for processing.

If a student officially withdraws from a course during the first three weeks of a class, no grade will be reported and the course will not appear on the student’s transcript. On occasions a withdrawal is granted after the first 20 days for reasons beyond the student’s control as determined by the student’s advisor. In these cases, a “W” will be posted on the student’s transcript for the course. When a student registers for a course, but ceases to attend class without filing an application for withdrawal a grade of “F” shall be posted to the student’s transcript. Tuition refunds for course withdrawals will be calculated according to the University’s official refund policy. Federal Financial Aid awards are subject to adjustment when a student withdraws from the University. Cessation of attendance, notice to instructors, or telephone calls to the University, do not constitute official withdrawal from the University.

WITHDRAWING FROM THE UNIVERSITY

Students who withdraw from all courses and thus from the University, must file an Application to Withdraw at the Office of the Registrar. Students must meet with the Dean of Students prior to submitting the withdrawal form to the Registrar.

No student is considered officially withdrawn and no refund of tuition will be made unless the student has contacted the Office of the Registrar.

If a student fails to register for a semester without being granted a leave of absence, or the leave of absence has expired, the student will be administratively withdrawn from the University.

CANCELLATION

Students presently enrolled may cancel their registration or officially withdraw for the subsequent semester while completing the current one. Students must contact the Office of the Registrar to cancel classes.

INTERNATIONAL STUDENT ATTENDANCE POLICY

International students must pursue a full-time course of study to maintain status and are required by the conditions of their visa to attend scheduled classes. Failure to attend classes may lead to termination of SEVIS records. Before making changes to their schedules, International students must speak with an academic advisor and consult with International Student Services. ISS is located on the Garden Level of Walshe Library.

Readmission

REGULAR READMISSION

A student who officially or unofficially withdraws from the University must apply for readmission. Readmission is necessary with any break in attendance for full-time students and after a break of more than one semester for part-time students. A student who withdraws officially, or unofficially, and subsequently applies for readmission is required to meet the degree requirements and conditions current at the time of readmission. Students who have attended another accredited institution in the interim must present complete official transcripts with their application for readmission.

Applications for readmission are available from the Registrar’s Office.

READMISSION IN CASES OF DISCIPLINARY EXPULSION AND SUSPENSION

Disciplinary expulsion and suspension may be incurred as a result of unacceptable conduct. See the Key to UB for rules, regulations and procedures for readmission.

LEAVE OF ABSENCE

Students who must discontinue enrollment for less than one academic year and who have a commitment to return to the University must submit a written request for a Leave of Absence to the Office of the Registrar. A copy of this request must also be sent to the Dean or Director of the student’s program. Students who are in good academic standing and who have met all University require-
ments may return to the University at the begin-
ing of any semester within the one-year Leave of Absence period.

A leave of absence may be extended for an additional year upon approval of the program Dean or Director. A written request is required for consideration of an extended leave of absence and the leave will be noted on the student’s permanent record.

FIVE YEAR RULE FOR UNDERGRADUATE STUDENTS

Students who interrupt their studies for a period exceeding five years must obtain written permission from the Dean of their College or Director of the School to apply previously earned credits toward their degree.

Application for Graduation

You must apply for Graduation one term prior to the completion of your last class. Students must Log into their https://webadvisor.bridgeport.edu/WA2/WA2?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=5889426/310 WebAdvisor account and look for the https://myub.bridgeport.edu/students/Pages/WebAdvisor. Students must complete the on-line form and remit the $150 graduation fee via credit card.

NOTE: Please be aware that certification of your degree is done by your Department and not by the Office of the Registrar.

Such consultation enables the advisor to check the student’s records for discrepancies and allows some time during the last semester to resolve problems if any appear. The fulfillment of the graduate requirements is the student’s responsibility.

For deadlines for graduation applications, please see the Academic Calendar.

Students who are required to take a course/s after the expected graduation date must reapply for graduation and pay an additional application fee.

All blanks on the application form must be completed. Diplomas will be printed exactly as the name appears on the application form. The University of Bridgeport holds one ceremony in May of each year. A fee must be paid whether or not you participate in the ceremony. Diplomas are normally mailed within 45 days of the end of the term for which a student is graduating. Release of diplomas is dependent on all graduation requirements and financial obligations to the University of Bridgeport (including Perkins Loans) being satisfied. Diplomas are mailed to the address listed on the graduation application form. If you have a change of address during the course of the graduation process, please email the Registrar at registrar@bridgeport.edu so that your records can be updated.

Transcripts

Students may request official transcripts to be mailed to other institutions, prospective employers, or other authorized agencies, by completing a transcript request from available in the Office of the Registrar. Please allow ten (10) days for requests sent by mail to be processed. Each graduating student will receive one free, unofficial copy of his/her transcript together with his/her diploma upon graduation. Subsequent transcript requests must be made to the Office of the Registrar in writing. Transcripts will be mailed to the address listed on the transcript request form.

ORDER TRANSCRIPTS ONLINE

The University of Bridgeport has authorized the National Student Clearinghouse to provide transcript ordering online. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

To order an official transcript(s), login to the “https://www.studentclearinghouse.org/secure_area/Transcript/login.asp?FICEcode=00141600” Clearinghouse secure site. The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.

Order updates will be emailed to you. You can also track your order online.

WEB ADVISOR

Current students and recent graduates (students who have graduated in the last seven years) can log into “https://webadvisor.bridgeport.edu/WA2/WA2#WebAdvisor to request a transcript.

UNDERGRADUATE REGULATIONS & PROCEDURES

Classification of Undergraduate Students

SPECIAL STUDENTS

An applicant admitted with permission to take courses for which he or she is qualified (met the prerequisites), but not as a degree candidate, is a special student. Special Students may later apply for matriculation and are subject to any changes in graduation requirements instituted prior to actual matriculation. A student who has formally applied for admission to the University and has been admitted to one of its Colleges as a degree candidate is a matriculated student. An applicant admitted with permission to take courses for which he or she is qualified, but not as a degree candidate, is a special student. Special students may later apply for matriculation and are subject to the same academic regulations as matriculated students. Only matriculated students carrying at least twelve semester hours are eligible for election to class and other offices (with the exception of the Part-time Student Council, and University Senate)

FULL-TIME STUDENTS

Normal academic progress is maintained by a student who:

1. Has been accepted into a degree program;
2. Is fulfilling the requirements of that degree program as described in this Catalog;
3. Has a cumulative quality point ratio of at least 2.0 (“C” average), or that required by the specific degree program if it is higher than 2.0; and
4. Registers for and completes at least 12 semester hours of credit each term (excluding co-op terms).

PART-TIME STUDENTS

Normal academic progress is maintained by a student who:

1. Has been accepted into a degree program;
2. Is fulfilling the requirements of that degree program as described in this catalog;

3. Has a cumulative quality point ratio of at least 2.0 (C average), or that required by the specific degree program if it is higher than 2.0; and

4. Registers for and completes between 1 and 11 semester hours of credit each term.

**CLASS STANDING**

Students are classified according to the number of college hours satisfactorily completed:

- Freshman 0-30 semester hours
- Sophomore 31-60 semester hours
- Junior 61-90 semester hours
- Senior 91 and above

**THE MAJOR**

Most students matriculating in programs leading to an Associate’s or Bachelor’s degree declare a major when they are admitted to the university.

The student must earn a grade of “C-” or better in every major course. However, the student’s overall quality point ratio in major courses must be at least 2.0. In some cases, departmental requirements may exceed these minimums. If a student earns a grade of “D” or “F” in a course in the major field, he or she must obtain a written statement from the department chair specifying the procedure necessary to remedy the deficiency and remain in the major.

**SECOND BACHELOR’S DEGREE**

Students who wish to earn a second Bachelor’s degree must fulfill all College/School and major requirements for the second degree and must earn a minimum of 30 additional credits beyond the number required for the first Bachelor’s.

**THE MINOR**

The University offers the option of selecting a second area of specialization. Like the major, the minor was conceived to provide a unified, coherent program in a discipline or area of knowledge. While requiring a second focus for the student’s intellectual interests, it enables him or her to investigate the important concepts of a specific area and to acquire a firm basis for further study.

In terms of career preparation, the minor option can complement a regular major program or it may add an entirely new dimension to the traditional curriculum. A minor is a minimum of 18 credits to be defined by the School and Department. Students who wish to pursue a minor should obtain the application in the Dean’s or Director’s office of the College or School in which the minor is offered.

Minors may be assigned in the following areas:

- Accounting
- Business Administration
- Chemistry
- Computer Engineering
- Computer Science
- Criminal Justice
- Electrical Engineering
- Fashion Merchandising
- Finance
- Graphic Design
- Philosophy
- Gerontology
- History
- Human Services
- Industrial Design
- Interior Design
- International Business
- International Political Economy & Diplomacy
- Literature & Civilization
- Management & Industrial Relations
- Marketing
- Martial Arts
- Mass Communications
- Mathematics
- Music
- New Media Studies
- Political Science
- Psychology
- Religion and Politics
- Sociology
- Social Science

**UNSPECIFIED STATUS**

Unspecified status is designed primarily for those students who have not yet chosen a specific field of concentration within their College. The courses which they take under these circumstances will fulfill the majority of general college requirements during the first and second year of study.

Students who have been admitted to unspecified status must follow the procedure for change of major in order to become admitted to a specific major and must declare a major by the end of the sophomore year.

**CHANGE OF MAJOR**

If after matriculation a student wishes to change a major, it must be initiated by the student through the office of the senior administrator of the College or School. In some cases, change of program may require a reevaluation of semester hours earned at UB or transferred from another institution. It is the student’s responsibility to consult with the chair of the anticipated major department to formulate a curriculum plan for the completion of that degree.

**Registration for Courses**

The student must formally register for courses during the regular or early registration period. All charges for the semester are payable in full before or during registration unless the student has applied for the deferred payment plan. A program of fifteen or sixteen semester hours constitutes a normal load. No student will be permitted to register for more than eighteen semester hours in any one semester without the prior written approval of the appropriate College Dean or School Director.

**CHANGE OF REGISTRATION**

All changes of registration require the prior written approval of the student’s faculty advisor. Students shall refer to the published course schedule and Key to UB to determine additional approval procedures and requirements for all program changes. The student must submit all approved changes of registration, including course withdrawals, to the Office of the Registrar by the published deadlines.

**CLASS ATTENDANCE**

Undergraduate students are expected to attend their classes regularly. The instructor shall specify in the course syllabus at the beginning of the semester the extent to which the attendance factor will be taken into account when grades are calculated. Due allowance, however, will be made for such factors as illness, inclement weather, and severe personal or family problems.

**UNIVERSAL ENGLISH**

All student papers submitted to any instructor at the University must be of University standard in form, spelling, punctuation and literary organization. Instructors may refuse to read or to correct papers that are not in keeping with the standards of good English usage.
Grades and Quality Points

A semester hour is the unit by which credits are measured. A quality point is the numerical value assigned to letter grades A-F. Each grade is assigned quality points as shown below. The faculty uses the following criteria as bases for determining letter grades: “A” excellent; “B” above average; “C” average; “D” minimal pass; “F” failure; “I” or “R” incomplete; and “W” withdrawal. Letter grades may be assigned with “+” and “-” signs.

Other grades include pass-fail (earned under the University Pass/Fail Program): “S” - satisfactory completion of course requirements; and “U” - has not completed course requirements.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
</tr>
</tbody>
</table>

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours attempted into the number of quality points earned. Non-credit courses and grades of pass in pass/fail courses are measured. A quality point is the numerical value assigned to letter grades A-F. Each grade is assigned quality points as shown above. The faculty uses the following criteria as bases for determining letter grades: “A” excellent; “B” above average; “C” average; “D” minimal pass; “F” failure; “I” or “R” incomplete; and “W” withdrawal. Letter grades may be assigned with “+” and “-” signs.

Grades and Quality Points

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
</tr>
</tbody>
</table>

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours attempted into the number of quality points earned. Non-credit courses and grades of pass in pass/fail courses are exempted from the computation of the quality point ratio. Incomplete (“I” or “R”) grades are not included in this computation until converted to a letter grade.

Repeated Courses

Students may repeat any course at any grade level below “A”. The grade from the first repeat of a given course will replace the first-time grade for the computation of the QPR, the original grade however, will remain on the transcript. The grade for a course repeated more than twice will be the average of all of the grades earned each time the course was taken. All repeated courses will be so indicated on the transcript.

Pass/Fail Option

Undergraduate students may elect to take up to 6 courses in an academic degree program on the pass/fail basis. Only free electives may be chosen for the pass/fail option, and no more than two courses may be on that basis in a given semester. Request to take a course on the pass/fail basis must be made in writing on the appropriate form after registration in the course, but absolutely no later than the tenth day of scheduled classes in a regular semester, the fifth day for a ten-week course, or the third day for a five-week course. Students should review the complete regulations with their advisors before requesting the pass/fail option through the Registrar’s Office.

Incomplete Work

Incomplete grades (“I” or “R”) must be recorded by the date stipulated by the Registrar at the end of the semester. No incomplete will be so recorded by the Registrar unless it is accompanied by a clear indication from the course instructor of the nature of the work to be made up. The Registrar will provide appropriate forms with grade sheets. This information will be placed in the student files.

a. An “I” (incomplete) grade designates incomplete work in a course at the time of grading for reasons beyond the student’s control and determined to be bona fide by the instructor. These would include absence from a final examination or inability to complete terminal assignments due to illness, employment conflicts, etc. In such cases where the “I” grade is awarded the incomplete will revert to a failing grade if the unfinished work is not satisfactorily completed by the end of the semester immediately following the one in which the incomplete was granted, exclusive of the summer sessions. This time can be extended by the instructor for legitimate reasons.

b. A grade of “R” indicates incomplete work in thesis, research, or undergraduate or graduate student project courses. The “R” grade must be removed within a period of time specified by the instructor/mentor/project advisor or director. It must be within the maximum time allowable for degree completion in the academic program where the degree is being sought.

W-grade

No student may withdraw from a course without the knowledge of his/her academic advisor, as indicated by that advisor’s signature on the change of schedule form. Withdrawal “W” grades are assigned based on the following policy statements:

1. If the student officially withdraws from a course during the official change of registration period, that course does not appear on the student’s transcript. This includes withdrawals initiated by the student and those initiated by the University (e.g., cancellation of course sections).

2. If a student officially withdraws from a course after the official change of registration period, but before the end of the official withdrawal period in a given semester or summer session, a grade of “W” is assigned and that course remains on the student’s transcript. Courses with the grade of “W” do not count toward the QPR but do count toward “hours attempted.”

3. The names of students who have officially withdrawn from a course and received the grade of “W” are so listed on the class roster for the balance of the semester.

4. Any exceptions to the above, including “late” withdrawals, must be individually approved by the appropriate Dean or Director and the Provost before they become official and are recorded.

Carnegie Unit of Credit

Note: The application of the Carnegie unit of credit has implications for graduation requirements, transfer credit policy, faculty load and for measuring program hours/income. The Carnegie Unit of Credit provides a guideline on the amount of time that a student is expected to dedicate to a one semester hour of academic credit. This time includes withdrawals initiated by the student and those initiated by the University (e.g., cancellation of course sections).

Onsite Lecture Classes: To receive one semester hour of academic credit, the student is expected to attend a 50 minute lecture class per week and spend approximately two hours on assignments and study outside of the classroom throughout a fifteen week semester.

Online or Blended Learning Classes: Through Blackboard, Canvas, Wimba or other online tools and blended learning, students would be expected to complete 2.5 hours of activities per week over fifteen weeks to receive one semester hour of academic credit. This would include activities such as reading and responding to posted course materials, discussion board postings, and Skype or Wimba discussions.
**Onsite Activity-based Classes:** One hour and forty minutes of engagement in discipline-based activity and fifty minutes of study per week throughout fifteen weeks.

**Clinics, Studios and Laboratory-Based Class:** 2.5 hours of laboratory, clinical or studio activity per week for 15 weeks.

**Independent Study:** 2.5 Semester hours of Study per week over a 15 week Semester.

**Other Forms of Learning:** Academic credit based on a demonstration of competency in defined academic outcomes will be the exception and will be based on accepted instruments approved by the Deans and Program Chairs. These can include CLWEP, CLEP tests, or examination of a portfolio by trained academics in the discipline in which the student seeks credit.

In all of these learning formats, contact hours and/or study/assignment hours would be increased each week in a summer or concentrated session to assure compliance with unit of credit guidelines.

Approved by University of Bridgeport Senate, November 30, 2010

**Off-Campus Study**

Matriculated students are expected to take the courses for their degrees at the University of Bridgeport. Permission to take courses at other institutions for transfer credit will be given only for good and valid reasons and must be approved in advance and in writing by the student’s advisor. Permission will not be granted for courses currently offered by the University or courses within the last thirty semester hours before graduation, or for courses previously failed at the University.

Matriculated students may not take courses at junior or community colleges for transfer credit at the junior or senior level toward their degrees.

**CREDIT FOR LIFE WORK EXPERIENCE (CLWEP)**

Some students acquire mastery over course subject matter through prior work or training experience. Many departments have developed examination and other assessment procedures to provide the possibility of credit for those experiences which correlate to specific course offerings in the University Catalog.

CLWEP credit may not be used to satisfy the minimum University 30-hour residency requirement. CLWEP credit is included in the student’s semester hours earned at the University and also in the total number of UB hours used to determine eligibility for graduation honors. However, such credit is not computed in the student’s quality point ratio at the University. Information on subject matter and evaluation procedures is available in the office of the Dean of the School of Continuing and Professional Studies.

**COLLEGE LEVEL EQUIVALENT PROFICIENCY EXAM (CLEP)**

The University of Bridgeport participates in the Educational Testing Service’s College Level Equivalent Proficiency Exam program. The basic purpose of this program is to give the student and non-traditional learner a means for assessing their levels of achievement and for requesting college credit for such achievement.

Undergraduate students may earn up to 30 semester hours of credit (one year’s studies) by demonstrating subject area competence through testing. CLEP credit may not be used to satisfy the minimum University 30-hour residency requirement. CLEP credit is not included in the student’s credit hours earned at the University of Bridgeport and is not computed in the student’s quality point ratio at the University. CLEP credit is not considered in the total number of UB hours used to determine eligibility for graduation honors.

Information on subject matter and testing procedure is available in the office of the Dean of the School of Continuing and Professional Studies.

**ADVANCED PLACEMENT**

A student may enter the University of Bridgeport as a freshman, but with advanced standing toward a degree. Advanced standing may be achieved by taking the Advanced Placement examinations administered by the College Entrance Examination Board. A score of three or above allows the student to earn up to eight credits in one subject area. Well qualified students may also earn advanced placement by taking courses for college credit while in secondary school. Information regarding Advanced Placement is available in the Office of Admissions.

**Academic Status of Students**

The following policies and standards define the minimum requirements for maintaining academic status in the undergraduate degree programs of the University. Higher requirements may be established by the faculty for specific programs, subject to approval by appropriate College committees, the appropriate senior administrator of the College or School and the Provost. Such requirements are described in the appropriate section of this catalog.

**NORMAL ACADEMIC PROGRESS**

Normal academic progress refers to a student’s scholastic status in a degree program.

The student who is not maintaining normal academic progress will be permitted to remain in a degree program while attempting to reestablish normal academic progress, unless and until the student is subject to academic separation as described below.

A student may be awarded a degree only when all degree requirements have been satisfied. In particular, a student who has failed to maintain normal academic progress at some point, must have reestablished normal academic progress before a degree is awarded.

**Academic Separation**

The following policies and procedures apply to all students, both matriculated and special.

**FULL-TIME STUDENTS**

In order to maintain satisfactory progress as a full-time student, it is necessary to attempt a minimum of 12 credits per semester. A full-time student whose quality point ratio is below 2.0 for a given semester is sent a letter of warning at the end of that semester.

A full-time student, who has attempted fewer than 19 semester hours and whose quality point ratio is below .75 is automatically separated at the conclusion of a semester.

A student is automatically separated from the University at the conclusion of a semester when the cumulative quality point ratio and UB semester hours attempted are as follows:

<table>
<thead>
<tr>
<th>UB Semester Hours Attempted*</th>
<th>QPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Below 1.5</td>
</tr>
<tr>
<td>48</td>
<td>Below 1.7</td>
</tr>
<tr>
<td>72</td>
<td>Below 1.9</td>
</tr>
<tr>
<td>96 or more</td>
<td>Below 2.0</td>
</tr>
</tbody>
</table>

* Retaking a course does not count toward this total.
Academic Regulations and Procedures

Maintaining satisfactory academic progress is essential in order to remain eligible for financial aid. Please refer to the financial aid section for further information on maintaining eligibility for financial aid.

PART-TIME STUDENTS
A student is automatically separated from the University when the cumulative quality point ratio and UB semester hours attempted are as follows:

**UB SEMESTER HOURS ATTEMPTED** | **QPR**
--- | ---
24 | Below 1.5
48 | Below 1.7
72 | Below 1.9
96 or more | Below 2.0

READMISSION
A student who has been separated from the University under the above provisions may apply for readmission to the University no sooner than one full semester after separation. A readmission form is available from the Office of the Registrar. No course work at the University of Bridgeport is permitted during the period of separation.

NOTIFICATION
A student will be notified of his/her separation before the beginning of the following semester. It is, however, the student’s responsibility to be aware of his or her academic status at all times.

APPEALS
Actions taken under the regulations pertaining to Academic Separation may have an immediate impact on a student’s eligibility for financial aid. Students may appeal actions taken pursuant to these regulations. Appeals must be made in writing directly to the Academic Separation Appeals Committee within ten calendar days of receipt of notice of the action taken. The decision of the Dean will be made within twenty-one calendar days of the date of the receipt of the appeal.

An appeal of separation from the University that is granted places the student in a probationary status. The conditions of this status, including its maximum duration, will be specified in the Committee decision granting the appeal.

### Change of Status

**FROM FULL-TIME TO PART-TIME**
Students wishing to transfer from full-time to part-time status must secure the necessary forms from the Registrar’s Office.

**FROM PART-TIME TO FULL-TIME**
Students wishing to transfer from part-time to full-time status must secure the necessary forms from the Registrar’s Office.

### Academic Honors

**PRESIDENT’S LIST**
A full-time student who, in a given semester, completes 12 or more semester hours with a quality point ratio of 3.7 or higher and with no incomplete grades is named to the President’s List at the end of that semester. A part-time student who is matriculated and who, during a regular academic year, completes 12 or more semester hours with a quality point ratio of 3.7 or higher and with no incomplete grades is named to the President’s List at the end of the academic year.

**DEAN’S LIST**
A full-time student who, in a given semester, completes 12 or more semester hours with a quality point ratio of 3.2 or higher and with no incomplete grades is named to the Dean’s List at the end of that semester. A part-time student who is matriculated and who, during a regular academic year, completes 12 or more semester hours with a quality point ratio of 3.2 or higher and with no incomplete grades is named to the Dean’s List at the end of that academic year.

### NATIONAL HONOR SOCIETIES
Honor societies include Phi Kappa Phi, all University; Beta Alpha, accounting; Delta Mu Delta, business administration; Sigma Phi Alpha, dental hygiene; Alpha Sigma Lambda, part-time students; Pi Gamma Mu, international and national social science; Eta Kappa Nu, electrical engineering; Upsilon Pi Epsilon, computer science; and Sigma Xi, research and scholarship; Lambda Pi Eta (The National Communication Studies Honor Society); Theta Alpha Kappa (The National Religious Studies Honor Society); Pi Sigma Alpha (The National Political Science Honor Society); Sigma Iota Rho, The Honor Society for International Studies; Phi Sigma Lota (Honor Society of Languages), Alpha Phi Sigma (Criminal Justice Honor Society).

### Requirements for Undergraduate Degrees
The stipulations in the list immediately below are only those which are common to the awarding of the Bachelor’s degree. However, requirements specific to each College or School and to individual curricula and disciplines within each College or School also exist. The student must be especially careful to note all of these, since fulfillment of graduation requirements is the individual student’s responsibility. No permission for deviation from published requirements is official unless it is made in writing and signed by the senior administrator of the College or School from which the degree is sought. It is recognized that the requirements for graduation in individual Schools may change. A student must meet the requirements for graduation which are current at the time of graduation, and consistent to the greatest extent possible with the degree requirements in existence at the time of the student’s entry into the major. However, whenever a program is altered it is the University’s responsibility to translate the student’s previously completed work into the new program requirements so that the continuously enrolled student is not penalized for the adaptation. The only exception would be when the state or other licensing agency imposes a new requirement. The common requirements for awarding the Bachelor’s degree follow.

A student must:

1. Have been admitted as, or have achieved the status of, a matriculated student in the College, and must have attained upper-class or major status.

2. Have completed the last thirty semester hours of work toward his or her degree under the direct auspices of the University. Under exceptional circumstances, the senior academic administrator may slightly modify this requirement.

3. Present an overall cumulative quality point ratio of at least 2.0 and, in addition, must have a quality point ratio of 2.0 or better in those courses taken for credit in the major. Each individual course in the major must be passed with a grade of “C” or better. The student must have earned the number of semester hours of credit...
required by the College or School and must not deviate from the curriculum as displayed in this catalog without the written approval of the appropriate senior academic administrator or his/her designate.

**GRADUATION HONORS**

Candidates for graduation who have completed at least sixty semester hours of academic course work at the University of Bridgeport in their junior and senior years are eligible for honors upon recommendation of the appropriate College faculty. The following standards are used:

1. The Bachelor’s degree cum laude may be awarded to a student whose cumulative quality point ratio is at least 3.40.
2. The Bachelor’s degree magna cum laude may be awarded to a student whose cumulative quality point ratio is at least 3.60.
3. The Bachelor’s degree summa cum laude may be awarded to a student whose cumulative quality point ratio is at least 3.80.

The Associate’s degree may be awarded cum laude to a candidate with a minimum quality point ratio of 3.2 and magna cum laude to those with 3.5. A minimum of 45 semester hours must have been earned at the University of Bridgeport.

**GRADUATE REGULATIONS AND PROCEDURES**

*For the Regulations and Procedures pertaining to the Graduate Professional Programs in Acupuncture, Chiropractic, Naturopathic Medicine and Human Nutrition, please see the appropriate program sections of this catalog.

**General Regulations**

1. The mere completion of courses and requirements does not guarantee continuation in the graduate program or advancement to degree candidacy.
2. Every student must consult with his/her assigned advisor to ensure a carefully planned program of studies.
3. A graduate student is expected to complete his/her degree program within seven years of admission. A student may, for sound and valid reasons, request his/her Dean for an extension of this time limit. Such a request must have the approval of the student’s advisor, and Department.

4. The amount of graduate work transferable to a graduate degree is limited to two graduate courses. Courses applied to one degree or diploma normally are not transferable to a second degree or diploma. Courses presented for transfer credit must be graduate level study completed with a grade of “B” or above at an accredited institution. The transferred courses should have been completed within the past seven years.

The approval of additional transfer credit and waivers of the course time limit may be granted based on the approval of the Department Chair, School Director, and College Dean.

5. The requirements for a master’s degree shall include at least one of the following: a comprehensive examination, a written thesis based on independent research, or completion of an appropriate special project.

6. Graduate programs require that all grades applied toward the degree be “C” or better. The grade of “C-” cannot be used to satisfy degree requirements.

**Probation and Separation Policy**

1. The minimum cumulative grade point average necessary to continue graduate studies is 3.0 and the minimum semester grade point average to continue graduate studies is 2.0.
2. A student who does not meet either the semester or cumulative grade point average will automatically be placed on probation for the next semester of study.
3. A student placed on probation must meet the standard for continuation at the end of the probationary semester. Failure to meet the standard will result in automatic separation.
4. Separation from the Program of Study may be appealed to the Academic Appeals Committee of the Graduate Council. The appeal must be in writing and must be submitted within 15 days of notification of separation.
5. A student separated from a Program of Study may apply for re-admission to the Program 1 year from the date of separation.
6. A student may not be placed on probation more than twice. Failure to maintain a cumulative 3.0 grade point average or a semester grade point average of 2.0 a third time will result in automatic, non-appealable separation. Application for re-admission cannot be made sooner than 1 year after the date of separation.

**Classification of Students**

**DEGREE STUDENTS**

All students who have formally declared their intent to pursue a program leading to a specified graduate degree are classified as Graduate Degree students and may fall into one of the following categories:

**REGULAR**

A student who has completed all the admission requirements and who has presented a background of scholarship and performance that indicates his/her capacity to profit from and complete a degree program is admitted as a regular degree student.

**PROVISIONAL**

A student who has met the general requirements for admission, but not those for full standing because the promise of achievement in the area of intended study cannot be accurately appraised at the time of admission, is admitted provisionally subject to conditions stated on the Certificate of Admission.

**DEGREE CANDIDATE**

A regular degree student who has successfully completed the first 12 hours of graduate study under the direction of assigned advisors and is, in the opinion of the faculty, worthy of continuing the pursuit of an advanced degree at the University, is a degree candidate. Application for degree candidacy must be filed with the major department after completion of 12 semester hours.

**MATRICULATION MAINTENANCE**

All regular and provisional graduate students must maintain matriculation continuously until all degree requirements have been met. Students may maintain matriculation in the following ways:

1. By registering for degree required course work.
2. By registering for continuous matriculation.
3. Ed.D. candidates must register for “Continuing Dissertation research.”*
Students who fail to register for each semester through one of the options above will automatically be separated from their program. * See Insert for current year’s Tuition, Fees, and Other Expenses.

NON-DEGREE GRADUATE STUDENTS
SPECIAL STUDENT
A college graduate from an accredited institution, who elects to take courses for which he/she is qualified but who has not been admitted to a degree program, is classified as a special student on the graduate level. If subsequently admitted to a degree program, there is no guarantee that courses taken as a special student will be counted towards the degree requirements; in any case, only twelve semester hours may be applied to a degree. Those graduate students classified as special graduate students are, therefore, urged to indicate to the Office of Admissions and the Registrar whether they wish to change their status to regular degree student prior to or immediately upon completion of twelve semester hours.

In order to register for graduate courses as a special student, a completed Application for Graduate Studies must be on file in the Office of Admissions.

Evaluation and Grading of Course Work
“A” indicates distinction; for work of exceptional quality.

“B” indicates above-average achievement; quality expected of a graduate student.

“C” indicates minimal achievement; not up to standards of graduate work.

“D” indicates below average achievement; no graduate credit possible.

“I” and “R” indicate incomplete graduate course work.

(a) An “I” (incomplete) grade designates incomplete work in a course at the time of grading for reasons beyond the control of the student and determined to be legitimate by the instructor. These would include absence from a final examination or inability to complete terminal assignments due to illness, employment conflicts, etc. In such cases where the “I” grade is awarded the incomplete will revert to a failing grade if the unfinished work is not satisfactorily completed by the end of the semester immediately following the one in which the incomplete was granted, exclusive of the summer sessions. This time can be extended by the instructor for legitimate reasons.

(b) A grade of “R” indicates incomplete work in thesis, research, or undergraduate or graduate student project courses. The “R” grade must be removed within a period of time specified by the instructor/mentor/project advisor or director. It must be within the maximum time allowable for degree completion in the academic program where the degree is being sought.

“W” indicates approved student withdrawal. In addition to the above, the grades of “A-”, “B+”, “B-”, “C+”, “C-” and “D+” may be assigned for graduate courses.

 Semester Hours Carried per Semester
Nine semester hours of credit per term normally is considered a maximum full-time program for graduate students. A student desiring to take more than 12 semester hours must receive written permission from his/her advisor and the Dean or Director of the appropriate college or school.
The Core Curriculum

The University holds that professional and applied studies, and later success in careers, require a sophisticated and learned grasp of the artistic, communicative, cultural, social, historical and scientific achievements of the world; and that all learners and professionals should be able to interpret these domains and to communicate about them clearly and persuasively. All colleges and universities in the State of Connecticut are required by the Office of Higher Education to mandate that General Education courses compose “33 percent of the minimum requirements for the baccalaureate degree.” The University of Bridgeport fully supports the educational philosophy behind this mandate.

The University of Bridgeport also believes that General Education should reflect the University’s educational mission. The General Education’s Core Curriculum draws upon the best traditions of American education and seeks to stimulate creativity, intellectual growth, and development of analytical thinking; but it also advances UB’s distinctive educational outlook, which is international in character and commitment. Thus the University requires that a large majority of the forty required credit hours of General Education be distributed within its Core Curriculum and allows the remaining to be taken as Liberal Arts electives. “Liberal Arts” encompass any course that is not designed primarily for skill or knowledge acquisition in a specific profession or field of work. The total number of General Education credit hours must be forty or higher and must satisfy the Core requirements.

The required distribution of Core courses through a range of disciplines reflects the mission of the University of Bridgeport. In particular, courses from disciplines are chosen because they encourage reflection upon the interdependent nature of the world, contribute to global awareness, and encourage interdisciplinary modes of integrative learning. All classes in this curriculum contribute to academic development and lay the groundwork for success in graduate schools or students’ chosen professions. The Core Curriculum represents what is best and distinctive about the University of Bridgeport.

THE UNIVERSITY’S CORE CURRICULUM HAS THREE DIMENSIONS:
1. Skills
2. Heritage
3. Seminars

I. THE SKILLS SECTION
Skills classes help students learn how to think clearly, write effectively, and communicate accurately and persuasively. These courses, normally taken in the first semester, lay the foundation for all further study. The University of Bridgeport requires competency for such skills through successful completion or placement out of two such courses: one in composition, the other in mathematics. (Note: Placement out of any course requires an equal number of credits to be completed in other approved liberal arts coursework toward the minimum forty required credit hours of General Education.)

| English: 101 |
| Math: Math 102 or 103 |

II. THE HERITAGE SECTION
Heritage classes introduce students to the artistic, communicative, cultural, social, historical and scientific achievements of the world. The courses below have been selected for inclusion in the Core Curriculum because they contribute to forming an interdisciplinary perspective about these achievements. These courses aim to help students see the world in a distinctive way: as a plural but increasingly interdependent reality. Upper-level courses are suggested to students who are completing Core General Education requirements as upperclassmen, or who have focused academic interests in a particular area of enquiry. Enrolling in these upper-level courses requires the instructor’s permission. Full course descriptions and any course prerequisites can be found in Undergraduate Courses of Instruction section of the Catalog.

Three Hours of Fine Arts: one of the following approved courses
- ADSN 117, 118, 377, 379, 380, 408
- Select Honors courses, as approved. See Registrar or Honors Program Director for details
- MCOM 260
- MUSC 121, 122, 123, 203, 204, 205, 207, 280
- THA 103

Six Hours of Humanities: two of the following courses, from different disciplines
- HIST 100 (three 1-credit sections must be taken during the same semester), 222, 223, 228, 232, 253, 305, 355, 356
- Select Honors courses, as approved. See Registrar or Honors Program Director for details
- HUM C201, 300
- PHIL 101, 102, 104, 110, 203, 205, 210, 211, 213, 235, 323, 540
- PSCI 323, 324
- WREL 102, 103, 204, 205, 207, 208, 209, 216, 221, 229, 230, 290, 301, 305

Six Hours of Social Science: six hours met by any combination of the following courses and/or upper-level lab science courses for which students meet the prerequisites
- BIOI 106, 113, 114
- CHEM 103, 104, 113, 114
- GEOL 105, 205

- Select Honors courses, as approved. See Registrar or Honors Program Director for details
- PHYS 103, 111, 112, 201, 202
- SCI C101, C102, C106, 107, C201, C202, C206

Six Hours of Social Science: two of the following courses, from different disciplines
- CJHS 118
- ECON 201, 202
- Select Honors courses, as approved. See Registrar or Honors Program Director for details
- IPED 201, 202, 206, 299, 321, 329, 345
- MCOM 111, 200
- PSYC 103, 201, 202, 240, 303, 375
- SOC 101, 102, 118, 204, 230, 270, 310, 311, 315, 348
- SOSC 207
- WREL 348, 375

III. SEMINARS: FIRST YEAR SEMINAR AND CAPSTONE 390
The thematically focused First Year Seminar, taught with common student learning outcomes to all freshmen, is taken during the first semester of study. This seminar introduces students to the academic values of a university education while inculcating habits of learning that will serve them throughout their undergraduate education and beyond. Through this seminar experience, students establish a foundation upon which the rest of their university education stands. This may be satisfied through FYS 101, BIOL 100, BUAD 101, ENGR 111, or INTST C101.

The Capstone Seminars, CAPS 390, provide an academic context in which the skills and content of the other courses in the General Education Curriculum can be synthesized and integrated. The Capstone is the “crowning achievement” of the General Education Curriculum. As such, the seminars are limited to juniors and seniors who have completed at least 75 semester credit hours and all required hours within in the Skills and Heritage sections of the Core Curriculum. No exceptions will be granted to this policy.

NOTE ON COURSE TRANSFER POLICY
The University allows twenty-seven hours of the General Education Curriculum distribution hours to be transferred from other universities. The Capstone Seminar and at least one additional General Education elective course must be taken at the University of Bridgeport. The University of Bridgeport First Year Seminar is not required of transfer students who enter with 30 or more credits.
Cooperative Education and Internships

Cooperative Education

The University of Bridgeport offers an extensive voluntary cooperative education program, allowing students to combine classroom study with work experience in their chosen profession. Cooperative Education provides a practical application of academic studies plus opportunities to learn material that cannot be taught in the classroom.

Cooperative Education offers the additional bonus of providing paid work experience that can contribute to paying educational expenses and give the student the sense of being self-supporting.

- Theory and practice are more closely related.
- Motivation is increased as studies become meaningful.
- Work experience helps develop maturity and a sense of responsibility.
- Work experience helps to develop skills in human relations.
- Professional contacts may be made that can lead to permanent employment.
- Job opportunities help to test career objectives.
- Work experience gives students a distinct advantage in a very competitive job market.
- Co-Op graduates often start at a higher level job and with higher pay than students without experience.

CO-OP WORK ASSIGNMENTS

Assignments are related as closely as possible to the student course of study and career goals. The large majority of Co-Op jobs are located within 40 miles of the University. Some students locate their jobs near their homes outside of the normal Co-Op placement area, thus enabling them to increase their net earnings from Co-Op salaries.

Most undergraduate Co-Op students work part-time during the academic year and full-time during vacations. Graduate students have the option to work full-time or part-time during the academic year.

STUDENT SALARIES

Students are placed in regular jobs and normally are paid for their services by the cooperating employer. They perform under actual working conditions and are advanced on the basis of merit. Guarantees concerning job placement and pay cannot be offered. However, between the end of the Freshmen year and graduation, the typical Co-Op salary can represent a substantial portion of the total cost of a student’s education.

INTERNATIONAL UNDERGRADUATE STUDENTS

must complete one academic year at the University with a minimum 2.5 grade point average.

INTERNATIONAL GRADUATE STUDENTS

must complete one academic year in their graduate program with a minimum 3.0 grade point average.

INTERNATIONAL CREDITS

In addition to the general requirements stated above, Ph.D. students in Computer Science and Engineering or Technology Management are allowed to start their CPT only after they write their dissertation proposal and pass its oral defense (excluding CPT summer session). Ph.D. students in Computer Science and Engineering or Technology Management are allowed to start their OPT only after the successful completion of the dissertation defense.

INTERNATIONAL STUDENTS

Students have the option to work full-time or part-time during the academic year.

STUDENT SALARIES

Many students are able to combine a non-paid Internship position with a paid Co-Op work experience in a related field to earn not only a salary but exposure to more than one employment opportunity.

ACADEMIC CREDITS

Academic credit for Internship is awarded by the dean and faculty of the school offering the Internships. Most Internships earn 3 academic credits per term.

ELIGIBILITY

Students are eligible to participate in Internships according to the course sequence described by their academic program of study. International students taking paid Internship positions must also have been in F-1 or J-1 visa status for a minimum of one academic year and have a thorough command of oral and written English.

INTERNATIONAL ASSIGNMENTS

Arrangements for Internships may be made with the University Internship Director, the student’s faculty advisor, or the Dean of the school.
University Library

University Librarian: Deborah Dulepski
Magnus Wahlstrom Library, Second Floor,
Library Administration
126 Park Avenue, Bridgeport, CT 06604
Telephone: 203-576-4740
Fax: 203-576-4791
Email: ddulepski@bridgeport.edu
Website: http://www.bridgeport.edu/library

PHYSICAL RESOURCES
The Magnus Wahlstrom Library, part of the
University's Information Services, is centrally
located on campus, occupying floor 1-4 of
the Magnus Wahlstrom building. The Library
is fully staffed and open seven days a week
with both morning and evening hours. Stu-
dents and faculty are offered a full range of
reference and access services in a comfort-
able space that facilitates individual and col-
laborative study within a Library Commons
model. Study Rooms may be reserved at the
Information Desk. Computer workstations
with Internet access are available, as well as
a wireless support for those individuals with
laptops. Copy machines and printers are
also available in the Library. Fully equipped
“Smart” Classrooms with media and an elec-
tronic whiteboard are also available. Inter-
library loan services can be arranged for
books, with articles delivered electronically
via email.

A full description of facilities, resources and
services may be found at www.bridgeport.
edu/library.

PRINT COLLECTIONS
The University maintains a comprehensive
print, media, & anatomical collection that re-
fl ects the University curriculum. General and
Reference material is housed in open stacks
on the top 3 floors of the Library. Several
special collections of archival and historical
material are available for use by the Univer-
sity community as well as visiting scholars.

In addition, The Wahlstrom Health Scienc-
es Collection is located on the 4th floor of
the Library. It houses specialized collected
works that support the Chiropractic, Dental
Hygiene, Naturopathic, Acupuncture and
Physician Assistant programs. The collec-
tion includes books, journals and anatomical
models. Study space with wireless access,
along with two large group study rooms, is
available. Reference, and Evidence Based
Medicine instruction, Reserve and Circula-
tion services are provided to students at the
1st floor service desk.

DIGITAL LIBRARY SERVICES
The Wahlstrom Library extends its tradi-
tional services through its state-of-the-art
digital library. It is fully committed to build-
ing a rich collection of scholarly materials
that are fully accessible anytime, anywhere
through the Internet using a single Univer-
sity sign on. Employing the Eureka! Inte-
grated search platform, students and faculty
can access tens of thousands of electronic
journals, books and reports. The library also
subscribes to more than 50 major databases.
Electronic tutorials are provided on how to
use each of library databases.

INFORMATION LITERACY
INSTRUCTION
The Wahlstrom Library supports the Uni-
versity commitment to producing an infor-
mation literate student body. Librarians are
available at the Reference Desk, as well as
staffing “drop in” sessions for individuals
and study groups. An experienced staff of Li-
brarians works closely with faculty to devel-
op curriculum components and assessment
tools. Our approach reflects a strong com-
mitment to standards, as well as Evidence
Based Practice. All Information Literacy and
Instruction Librarians participate in deliver-
ing instruction in the classroom, online via
Blackboard, Canvas and in laboratory set-
tings. In addition, librarians provide instruc-
tional workshops for faculty and students in
research and technology topics.
Office of Internationalization

Thomas J. Ward
Office of Internationalization
Carlson Hall, Room 235
Bridgeport, CT 06604
203-576-4966

Brandon LaFavor
Oversea Study
Carlson Hall, Room 208
Bridgeport, CT 06604
203-576-2450

Mission
The Office of Internationalization is committed to supporting the International focus of the University through sponsoring activities that promote international awareness. The Office informs the University community of ongoing developments related to the institution’s international mission. The Office also oversees the English Language Institute and the Office for Study Abroad. It supports initiatives such as the annual International Education Week, the International Festival and the work of the University’s Internationalization Committee.

Oversea Study
The Office of Oversea Study assists student placements and maintains ties with international partners. Participants must be students in good standing at the University and they need the approval of their advisor who is expected to review course selection with students to assure that students will still be able to graduate in a timely manner. Students are reminded that they must receive their final 30 credits at the University of Bridgeport in order to graduate with a University of Bridgeport degree. Therefore, they normally plan to study abroad in the Sophomore or Junior year.

Students interested in studying overseas are encouraged to contact Brandon LaFavor at 203-576-2450. The Office, which operates from the College of Public and International Affairs in Carlson Hall, has facilitated overseas study for UB students in a variety of venues including Brazil, Jordan, the United Kingdom, Australia, Korea, Taiwan, China, Japan and the United Arab Emirates. The Office also oversees summer study opportunities in Asia and in Latin America. The Office of Internationalization has also placed students in contact with other approved American and overseas programs for international study.

The Office provides students with written and web-based information on overseas studies. It can also assist UB domestic students in developing applications for overseas scholarship grants and teaching opportunities such as Gilman scholarship, the Boren scholarship, the Fulbright, Rotary International, the Korea Talk and the JET program.

During the November International Education Week, which is sponsored by the US Department of State and the US Department of Education, the Office operates a table in the Marina dining hall where all UB students are provided with an opportunity to learn more about overseas studies opportunities. The Office also works with the Offices of the President and the Provost in welcoming University officials from overseas and in developing collaborative efforts with such institutions.
The Martial Arts Institute

Director: Yongbom Kim
Associate Professor of Martial Arts Studies

Instruction in the Martial Arts began at the University of Bridgeport in 1997. As interest in the Martial Arts grew, a decision was made in 2002 to create a Martial Arts Institute that would promote academic research into the Martial Arts. Since its inception in 2002, the Institute, through its Director, has established ties with the World Tae Kwon Do Federation. In April 2004 the National Collegiate Tae Kwon Do Tournament was conducted at the University of Bridgeport.

Since its creation, the Martial Arts Institute has conducted annual academic trainings for Martial Artists every January and summer tournaments for Fairfield and New Haven county martial artists each summer. The Institute has also hosted a number of Professors of Martial Arts from Asian universities such as Yonsei University and Korea University in Korea.
Support Services

**Tutoring and Learning Center**
The Tutoring and Learning Center (TLC) is a cluster of services designed to provide academic support to University of Bridgeport students. Located on the fifth floor of Wahlstrom Library, the TLC provides tutoring and workshops for UB graduate and undergraduate courses.

**Academic Resource Center (ARC)**
The Academic Resource Center (ARC) is designed to provide support to undergraduate students to help them succeed in college. Located on the fifth floor of Wahlstrom Library, the ARC provides tutoring and supplemental instruction for UB undergraduate courses.

**Online Tutoring**
The Academic Resource Center participates in the online tutoring project managed by the Connecticut Distance Learning Consortium. Through this service, University of Bridgeport students have access to trained tutors from over thirty member institutions in the northeast corridor of the United States who provide over 400 additional tutoring hours per week.

**Graduate and Research Resource Center**
The Graduate and Research Resource Center (GRRC) is designed to provide support to graduate students from all divisions in writing and other graduate level classes.

Additionally, workshops are provided to assist students in research and presentation skills.

The Center is designed with the growth potential to provide a variety of services including a university-wide clearinghouse for research opportunities, internship and exchange programs information, and scholarship and fellowship information.

---

**Office of Retention**
The Office of Retention manages focused and integrated student support systems and services that encompass assessment, advice, placement, instruction and student services.

This office oversees a network of services to deliver effective systems for student retention, intervention and support, including early intervention through Retention Alert and workshops for probation students.

**Retention Specialist:** Jill Jemmott
Wahlstrom Library, 5th floor
(203) 576-2386
E-mail: jjemmott@bridgeport.edu

---

**Student Support Services**
The Student Support Services Program (SSS) is funded by the Federal TRIO Programs and is designed to identify and provide services to a selective group of college students who meet eligibility criteria. All of our services are available at no cost with the intent of assisting students in accomplishing their goal of graduating from UB.

**Services Offered**
Academic Assistance to help students develop a plan to achieve their academic goals and to meet their individual needs.

Career Planning to work with students to recognize career options and to design a strategy for realizing their career goals.

One-on-One and Small Group Tutoring for reading, writing, study skills, mathematics, science, and other subjects.

Group Study Sessions (Supplemental Instruction) for courses that are challenging for many students.

Workshops and Seminars on topics such as note taking, time management, developing good study habits, overcoming test anxiety, and stress management, are just a few.

Financial Aid Guidance to educate students about their financial aid options, the process of applying for financial aid, and their responsibilities.

**Program Requirements**
The student must be committed to do the following:

Meet with the academic counselor and learning specialist at least three times each semester. The first meeting must take place within the first four weeks of the semester.

Attend the orientation/welcome back event at the beginning of each semester.

Attend a minimum of two SSS sponsored events/workshops each semester.
Global Learning Initiatives

Associate Vice President: Hap Aziz
Wahlstrom Library, 5th Floor
Telephone: (203) 576-2433
E-mail: ubonline@bridgeport.edu
Website: www.bridgeport.edu/online

The University of Bridgeport’s Global Learning Initiatives department supports online educational opportunities for students from around the world. With bachelor and graduate programs available entirely online, students have an opportunity to continue their education 24 hours a day, 7 days a week, from the convenience of their home or office. Students can choose from more than 100 online courses ranging from health sciences to business to global development and peace. At the core of the online courses is the individual guidance provided by the instructors and the interactive environment that allows a greater degree of class discussion and participation. Offering classes online since 1997, UB Online continues to provide students with the flexibility and convenience of learning anytime, anywhere, along with the same high quality of instruction that UB offers on the traditional campus.

Global Learning Initiatives provides:

- Faculty training and support to enhance online learning
- New technology to provide online interaction between students and faculty
- Support for the Canvas Learning Management System
- Course development by instructional designers
- Multimedia support and production
- One-on-one student advising to improve learning outcomes and student success
Schools and Professional Programs
School of Arts and Sciences

Dean: Manuel Im
Charles Dana Hall, Room 148
169 University Avenue
Telephone: (203) 576-4271
Fax: (203) 576-4051
E-mail: artsandsciences@bridgeport.edu

Faculty: Autuori, Bibis, Buller Connolly, Engelmann, Eves, Geist, Gherasimova, Johnson, Juliusburger, Katsifis, Kraft, Krumrey, Leedom, Lehman, Linn, Maimone, Martignetti, Nawrocki, Nicholas, Oberleitner, Orapall, Petrus, Phillips, Rho, Rigia, Price, Ryan, Santiago, Singletary, Weng, Zayan

Degree Programs

Biology (B.A. and B.S.)
  with concentrations in:
    Environmental Biology
    Marine Biology
    Pre-Health Professional Options
  Counseling (M.S.)
  English (B.A., B.S.)
    Creative Writing
    Literature
  Fashion Merchandising (A.A., B.S.)
  General Studies (A.A., A.S.)
  General Studies (B.S.)
  with concentrations in:
    Business Studies
    Health Sciences
    Humanities
    Natural Sciences and Mathematics
    Science, Engineering and Computer-Related Studies
    Social Sciences
  Health Sciences (B.S.)
  with concentrations in:
    Community Health
    Exercise and Fitness
    Nutrition
  Human Services (B.S.)
  Literature and Civilization (B.A.)
  with concentrations in:
    Creative Writing
    English
    History
    Philosophy
  Mathematics (B.A. and B.S.)
  Medical Laboratory Science (B.S.)
  Music (B.Mus)
  with concentrations in:
    Music Business
    Music Education
    Music Performance

Professional Studies (B.P.S.)
  Organizational Leadership and Change
  Health Care Administration
  Human Resource Administration
  Psychology (B.S.)

FIRST YEAR STUDIES

Academic Resource Center

Mission Statement

The mission of the School of Arts and Sciences is to provide students with education of high quality in the knowledge, skills and values that will enable them to achieve success in their professions and become meaningful contributors to society. The School is committed to an interdisciplinary approach in its curricula while offering students opportunities for experiential learning, internships, and community service.

Our programs are designed with attention to the institutions we serve. The education we offer features acquisition of fundamental knowledge in a wide range of fields and an application-oriented approach to issues that are progressively more interdisciplinary.

Vision Statement

The vision statement serves as a guide in the development of the school's programs and overall educational initiatives. The School of Arts and Sciences will provide students in its programs with:

Competence — i.e. knowledge and skills necessary to enable them to enter the work force, or to undertake graduate study, with success.

Critical Thinking — i.e. techniques of applied logic, categorization, and criticism which result in clear thinking, sound analysis, and balanced judgment.

Creativity — i.e. qualities of imagination, originality, curiosity, and daring.

Context — i.e. awareness of the historical, social, intellectual, environmental, and cultural setting appropriate to the field of study.

Communication — i.e. ability to express themselves lucidly and to present ideas effectively and distinctively, both formally and informally, orally, visually, literately, and musically.

Candor — i.e. honest standards, consistency in implementing them, and fair evaluation of achievement.

Concern — i.e. regular support and individual attention to all students, with additional opportunities for those who excel and remedial strategies for those who need them.

Description

The Arts and Sciences housed in the School include degree programs in Biology, English, Fashion Merchandising, General Studies, Literature and Civilization (with concentrations in History, Philosophy), Health Sciences and Psychology, Mathematics, and Music. In addition, the School is responsible for those courses in composition, humanities, fine arts and natural sciences, mandated by the University's core curriculum.

The School is committed to an interdisciplinary approach that it believes best prepares students for the challenges and opportunities of the twenty-first century, and for graduate school.

The Biology Program is designed to prepare students for further study in graduate or professional schools, or for employment in education, industry, or governmental service. Students may follow a general biology curriculum or elect an option in pre-chiropractic, pre-medicine, pre-medicine, pre-naturopathy, pre-veterinary, marine biology, or zoology.

The General Studies Program gives adult learners, as well as traditional undergraduates, greater flexibility in completing their studies by offering broad areas of disciplinary concentration in place of more traditional majors. Students use this option to pursue careers in business and social science and as a pre-professional degree.

The First Year Studies Program develops, promotes, and administers programs and services for under prepared freshmen, who are given the opportunity to demonstrate their true ability. Students remain in the program for one to four semesters depending on their level of achievement. They use the record they have compiled to transfer into their major of choice at the University.

The Health Sciences Program prepares students for entry level positions in exercise and fitness, and in nutrition, as well as for advanced study in pharmacy, physician assistant, nursing, and other professional programs in the health sciences. The curriculum in this program includes basic foundation courses in biology, chemistry, mathematics, and physics as well as in required courses in philosophy and psychology.

The Human Services Program combines theoretical coursework with field work experience to prepare students for careers in human service agencies and community organizations. The program requires students to
supplement their course work in the human services and gerontology with courses in psychology, sociology, and related fields.

The Literature and Civilization Program gives students a general foundation in the liberal arts while, at the same time, examining the connections within and between them. Within this major, students may opt for a concentration in Creative Writing, English, History, Philosophy.

The Mathematics Program is designed to prepare the student for graduate work in mathematics and allied areas, industrial employment, secondary school teaching, and careers in quantitative areas of biological and social sciences.

The Medical Laboratory Science program prepares students for careers in a hospital laboratory with opportunities for growth in research or molecular diagnostics. The MLS Program may also serve as a pre-med or pre-physician assistant training program. In addition to the specific medical laboratory science, biology, and chemistry courses required for the program, students will demonstrate competency in foundation courses in biology, chemistry, and mathematics as well as in required courses in philosophy and psychology.

The Music Program offers three distinct four-year programs leading to the Bachelor of Music degree: Music Education, Performance, and Music Business. Music students are required to complete music foundation courses and one of the three concentrations. The Music Business concentration reflects the growing complexity of the commercial music scene.

The Psychology Program gives students a knowledge of the general areas of developmental, personality, social, cognitive, and abnormal psychology, preparing them for employment in psychology and related fields or for further study in graduate programs. The program permits ancillary study in related subject areas in the human services, the humanities, the social sciences, and biology.

The School provides courses in Physics and Chemistry in support of the University’s Science and Engineering programs.

Facilities

The music programs are housed in the Arnold Bernhard Center which provides classroom, performance, and lecture hall space. Individual students have access to spacious practice and recording areas.
Each department designates the courses to be included in the major and decides the procedure necessary to remove each deficiency, including any “D” in a major course. When a course is a prerequisite to another, a “C-” or better in the prerequisite course may also be a requirement. Both B.S. and B.A. degrees are available in Biology and Mathematics.

First Year Studies Program

The First Year Studies Program (FYSP) is an academic unit which, utilizing a variety of support services, facilitates the transition of first-year students from high school to university life. Program advisors assist the students in the selection of appropriate courses while preparing them for admission into the major of their choice.

The FYSP team attempts to foster within their students a spirit of intellectual curiosity, personal responsibility, and commitment to academic excellence.

The FYSP is housed in the School of Arts and Sciences but is designed to prepare the under prepared student for majors in any of the Schools at the University of Bridgeport. The Program emphasizes strengthening study skills and awareness of college culture and protocol. Because these factors are essential for successful completion of a college degree, students in the FYSP must adhere to stringent academic and attendance guidelines. Support is provided in the form of intense advising, communication with the professors, and use, in some cases mandatory, of the Academic Resource Center. It is the goal of the First Year Studies Program to prepare its students for acceptance into the desired majors by the time they successfully complete their first thirty credits.
The Ernest C. Trefz School of Business

Dean: Lloyd G. Gibson
Mandeville Hall, Dean’s Suite
250 Park Avenue
Telephone: (203) 576-4385
Fax: (203) 576-4388
E-mail: llgibson@bridgeport.edu

Associate Dean-Academic Affairs:
Arthur C. McAdams
Mandeville Hall, Dean’s Suite
Telephone: (203) 576-4767
E-mail: amcadams@bridgeport.edu

Faculty: Cahill, Dorr, Guo, Harmon, Kim, Jankovic, Kohn, Lee-Wingate, Lewis, Lohle, Maymin, Picardi, Todd, Wu

Mission Statement
The Ernest C. Trefz School of Business advances the practice of business through the education of students, and the scholarly and professional contributions of the Faculty. Through high quality innovative teaching, the School enhances critical thinking in its students, provides discipline knowledge through theoretical and applied learning and develops skills that are necessary for success in business. Students drawn from local, regional and international communities learn in a supportive environment that facilitates understanding of business in a dynamic global environment.

Advisory Council
The Business School Advisory Council is composed of distinguished local business leaders. It offers opportunity for exchange of perspectives and knowledge between the University and the Business Community. A variety of ways are employed to achieve this end including periodic formal meetings that expose the work of faculty and students to the Council, on-site visits of faculty and students to member facilities, provision of opportunity for co-op student employment and internship, participation by council members as speakers in appropriate classes, as well as participation by council members in the evaluation of curriculum and teaching methods.

Graduate Assistantships
Graduate assistantships are available on a competitive basis for outstanding full time students. Graduate assistants may earn as many as nine semester hours a semester, and their eligibility is reviewed each semester. Assistantships require the recipients to work with faculty in the College for up to 20 hours a week during each semester.

Co-op and Internship Program
The Ernest C. Trefz School of Business encourages all eligible students to gain practical experience before completion of their degree. The student can fulfill this requirement with outside business firms, non-profit organizations, government agencies and international organizations.

General Curriculum Policies and Requirements
The University Core Curriculum requires passing the mathematics competency exam or taking Mathematics 105. This competency is a prerequisite for CAIS 101. Students anticipating graduate study are advised to take Calculus as a free elective.

Upper division coursework provides students with a common body of managerial knowledge, multinational business studies, study in a major field, and an internship. For Bachelor of Science students the concentration of professional courses in the last two years builds upon the broad-based analytical tools and liberal arts foundation of the first two years.

Graduate Assistantships
Graduate assistantships are available on a competitive basis for outstanding full time students. Graduate assistants may earn as many as nine semester hours a semester, and their eligibility is reviewed each semester. Assistantships require the recipients to work with faculty in the College for up to 20 hours a week during each semester.

Co-op and Internship Program
The Ernest C. Trefz School of Business encourages all eligible students to gain practical experience before completion of their degree. The student can fulfill this requirement with outside business firms, non-profit organizations, government agencies and international organizations.

Institutional Performance
Formal and informal student surveys are performed each year to assess students' perception of the academic content, experience, etc. The dean of the School of Business and other key members of the faculty meet twice a year with the Industry Advisory Board to review industry practices, trends, and needs. Employer feedback from internships is also reviewed.

Undergraduate Admission Criteria and Procedures
A student is admitted to the Ernest C. Trefz School of Business through an evaluation of the high school transcript, class rank, and SAT scores. Successful applicants will have demonstrated potential in analytical reasoning, comprehension, written expression and critical thinking.

Past experience has shown that students who perform well in the School of Business have earned a Grade Point Average (GPA) of at least 2.5 in high school, above a 1010 SAT score, ranked in the top half of their class, achieved a “B” or better in Mathematics and English, and received good recommendations from the high school counselor.

Students transferring from undergraduate majors of other colleges are expected to have earned a minimum GPA of 2.5.

GRADUATE DEGREE PROGRAMS
Master of Business Administration (M.B.A.)

The M.B.A. degree is offered for full time or part time study using face-to-face and online delivery formats. Specific course requirements for the degree will provide students with a strong educational background. Students with a recent Bachelor's degree in a business-related field and a good academic average at an accredited business college may be able to complete the M.B.A. with 30 semester hours of advanced study. Students with a Bachelor's degree in a non-business field generally require 54 semester hours to complete the M.B.A.

Graduate Admission Criteria and Procedure
The applicant must present an appropriate baccalaureate degree from an accredited institution of higher education. Students with a GPA of 3.0 or greater in any field from an accredited university are accepted into the program. Official transcripts of all previous work must be sent to the Office of Graduate
Admissions.

Students who do not meet the academic criteria may be accepted via a combination of undergraduate GPA, university ranking, and program intensity, as well as GMAT score, and work history.

No specific undergraduate curriculum is expected or preferred before entry to M.B.A. study. As a professional program the M.B.A. is designed to build upon undergraduate study in the arts, humanities, science, engineering or other curricula.

New classes are admitted each fall and spring for full time or part time study. Summer course offerings also allow new admissions for part time study. Full time students may begin in summer for any remediation study, to ease their course load during the regular semesters, and in some cases to accelerate their study program.

Applications and supporting credentials for full time students should be submitted at least two months before the desired starting time, and for part time students, at least one month.

ALL APPLICANTS SHOULD SUBMIT TO THE OFFICE OF GRADUATE ADMISSIONS:

An application to the MBA Program

- Official transcripts of all previous college coursework
- A personal statement giving the reason the applicant wishes to study in the program
- Two letters of recommendation
- A resume
- Graduate Management Admissions Test (GMAT) scores (if applicable)

Admission inquiries and questions should be addressed to the Admissions Department
School of Education

Dean: Allen P. Cook
Carlson Hall
303 University Avenue
Telephone: (203) 576-4192
Fax: (203) 576-4200
E-mail: accook@bridgeport.edu

Teacher Preparation Programs
Joyce Cook
Carlson Hall, Room 11
Telephone: (203) 576-4193

Intern Program
Patricia Philips-Gorkowski
Carlson Hall, Room 108
Telephone: (203) 576-4219
E-mail: paphilli@bridgeport.edu

Educational Leadership Program
Ethan Margolis
Carlson Hall, Room 101
Telephone: (203) 576-4751
E-mail: emargoli@bridgeport.edu

Professional Educator Development &
Advance Studies
Director of Operations and Student Services
Norma Atkinson
Carlson Hall, Room 107
Telephone: (203) 576-4028
E-mail: natkinso@bridgeport.edu

Faculty: Badara, Cole, Cook, Flynn,
Kirschmann, Margolis, Mulcahy-Ernt, Ngoi,
Noto, Richmond, Rosenberg, Prelli

Mission Statement
The Graduate School of Education (GSE) is dedicated to providing its students with the opportunity to become educated, productive, and morally concerned citizens of their city, country, and the world. To serve these ends, the GSE offers an array of professional programs designed to prepare students for careers and leadership positions in education. The GSE recognizes a specific obligation to feature training and experiences central to preparing candidates to respond effectively to the fundamental needs of the cities of Connecticut and the region.

Consistent with and supportive of the increasing national demand for better schools, the GSE has accredited programs which provide for the training of highly effective classroom teachers, and administrators options for students interested in teaching careers and incentives for successful candidates to enter the teaching profession.

In pursuit of its objectives, the Graduate School of Education considers three requirements to be basic: a broad pedagogical background, intensive study in one particular field of knowledge, and extensive field training. To plan, conduct, and evaluate its program, the GSE draws on many resources of the University.

Through professional training and field experiences, the student gains solid knowledge of educational objectives; of school curricula, organization, and activities; of the nature of the learner and the learning process; and of the evaluation outcomes.

Accreditation
All degree programs in the School of Education are licensed and accredited by the State of Connecticut Office of Higher Education. The certification programs in Education are accredited by the Connecticut State Department of Education. Effective July 1, 2003, each preparation program is evaluated to ensure it meets accreditation requirements outlined in Connecticut regulation, National Council for Accreditation of Teacher Education (NCATE).

Admission Criteria
The General Admission policy and procedures for the University of Bridgeport are found in the chapter on Admissions. Policies and procedures for admission to the teacher certification programs are listed in the program descriptions in this catalog.

GRADUATE SCHOOL
The Graduate School of Education offers programs which lead Master of Science Degree in Elementary Education or Secondary Education, Sixth Year Certificate of Advanced Standing (CAS) degrees are offered in various teacher preparation certification areas. A 6th Year CAS degree is offered in teacher preparation and Educational Administration and Supervision. A Doctoral Degree (Ed.D.) is offered in Educational Leadership. Certification programs in designated areas lead to State licenses in teaching and administration.

Programs in the GSE combine the practical needs of professional training with the theoretical grounding necessary for persons interested in quality preparation for leadership roles in their careers. The advanced degrees and the certifications open the doors to a range of career possibilities within educational institutions, as well as in developing allied fields.

The Doctorate, in particular, leads to advancement in public services and businesses that value a combination of management and education skills.

Graduate Degree Programs
(M.S.) - Masters of Science (in Elementary or Secondary Content Areas).
6th Year - Sixth Year Certificates of Advanced Studies (CAS) in Educational Leadership and Supervision; Elementary or Secondary Content Areas).
Ed.D. - Educational Leadership.

The GSE maintains accredited Educator Preparation Programs leading to certification in the following areas: Elementary Education; Secondary Academic Subjects in Biology, Chemistry, Earth Science, English, General Science, History and Social Studies, Mathematics, and Physics; Music (PK-12); Remedial Reading and Remedial Language Arts; Reading and Language Arts Consultant; and Intermediate Administration and Supervision.

For more information, please contact the Graduate School of Education at (203) 576-4193.

Admission Requirements
Candidates for admission to the graduate programs of the Graduate School of Education must present the following for review:

GRADUATE SCHOOL OF EDUCATION
TEACHER PREPARATION (Masters Degrees in Elementary Education or Secondary Education)
1. Bachelor's degree from a regionally accredited institution or a recognized international institution.
2. Two letters of recommendation that speak to the candidate's.
3. A GPA of B or higher.
4. Official copies of all undergraduate and graduate academic transcripts
5. Passage of PRAXIS I or waiver based on SAT, ACT, or GRE.
School of Education

PROFESSIONAL EDUCATOR DEVELOPMENT PROGRAM (Masters Degrees in Elementary Education or Secondary Education/CAS Degrees in Elementary Education or Secondary Education)

1. Bachelor's degree from a regionally accredited institution or a recognized international institution.
2. Two letters of recommendation that speak to the candidate's potential for graduate-level work;
3. A GPA of B or higher.
4. Official copies of all undergraduate and graduate academic transcripts
5. Letter of Intent.

REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (Masters of Science in Elementary or Secondary Education)

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Bachelor's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut’s essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

READING AND LANGUAGE ARTS Consultant (Sixth Year Certificate of Advance Studies in Education Leadership)

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Master's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut’s essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

EDUCATIONAL LEADERSHIP (Certificate of Advance Studies (CAS) in Education Leadership)

1. A completed master's degree from a regionally accredited institution.
2. Graduate cumulative grade point average 3.0
3. Essay
4. GRE (General Test) or MAT scores or In place of exam scores, you may submit a one-page bulleted description of your professional and educational leadership activities over the last five years
5. Two recommendation letters
   • Letters need to come from employers or professional associates, and must attest to your activities as a teacher leader and your potential as a school leader. Letters should be on letterhead with a current date and an ink signature.
6. Personal Statement
   • In 500 words or more, detail:
     i. your reasons for wanting to undertake doctoral studies
     ii. your most significant personal and professional accomplishments
     iii. the extent to which your personal and professional responsibilities will allow you to devote the necessary time and effort to the program
     iv. a detailed description of your potential research topic
School of Education

7. Writing Sample
   • Provide a sample of your writing. This may include your Masters’ Thesis, a published or submitted journal article, a scholarly paper, or a document created for your institution.

8. Resume

Graduate Intern Program in Education

The University offers an internship in Education. The Internship is an integration of graduate study and field experience in an elementary, or secondary school. Graduate course work is tuition-free. The following options are available to the intern:

1. Internship for those who wish to be State certified as elementary, or high school teachers
2. Internship for those already certified but who want to take advantage of the tuition-free program to pursue a Master’s degree or Sixth Year Certificate of Advanced Studies (CAS)
3. Internship for those who wish to earn a Master’s or a 6th Year Certificate of Advanced Studies (CAS) for work with young people in non-public American schools, schools in another country, or in other educational or training settings.

For more information, please contact the Director of the Intern Program at (203) 576-4219.

Application Procedures

The GSE Application forms are available from the Office of Graduate Admissions, Wahlstrom Library, 126 Park Avenue, Bridgeport, CT 06604 or online at http://bridgeport.edu/admissions
School of Engineering

Senior Vice President of Graduate Programs and Research, Dean: Tarek Sobh
Engineering Technology Building
221 University Avenue
Telephone: (203) 576-4111
Fax: (203) 576-4766
E-mail: sobh@bridgeport.edu

Dean for Industry Outreach: Gad Selig
School of Business and Engineering
Mandeville Hall, Room 302
230 Prak Avenue
Telephone: (203) 576-4870
E-mail: gadselig@bridgeport.edu

Associate Vice President for Graduate Programs: Khaled Elleithy
Engineering Technology Building
Telephone: (203) 576-4703
E-mail: elleithy@bridgeport.edu

Faculty: Abuzneid, Bach, Bajwa, Barkana, Dichter, Faizipour, Elleithy, Frame, Gupta, Hmurnik, Hu, Konar-Bahitary, Lee, Li, Liu, Mahmood, Pallis, Patra, Petryk, Selig, Sobh, Tibrewal, Xiong, Zhang

Degree Programs

Biomedical Engineering (M.S.)
Computer Engineering (B.S., M.S.)
Computer Science (B.S., M.S.)
Computer Science and Engineering (Ph.D.)
Electrical Engineering (B.S., M.S.)
Mechanical Engineering (B.S., M.S.)
Technology Management (M.S., Ph.D.)

In the programs we offer, we are responsive to the technology-driven evolving trend in the workplace toward concurrent processes involving design, engineering, and technical project management, while providing a sound foundation built upon fundamental knowledge. We promote creativity and emphasize a team approach to problem-solving. Among institutions in the Northeast, we are uniquely positioned to offer integrated engineering curricula.

Since July 2004, the School has been offering the full M.S. degree program in Computer Science and in Technology Management through distance learning. For more information, please contact the department or visit http://www.bridgeport.edu/academics/online-programs/programs/graduate-online-programs/online-computer-science/

Curricular modifications and policy changes are subject to University policy detailed on page ii.

Mission Statement

The School of Engineering of the University of Bridgeport provides comprehensive education and research opportunities to a diverse community in engineering, sciences, and the application and management of technology. The School prepares students for leadership and technology positions in industry, government, and academia and significantly contributes to the profession and community locally, nationally, and globally.

The School offers a distinctive education in fundamental and emerging disciplines through its faculty and institutional partners. The education features an application-oriented approach to interdisciplinary issues and opportunities that balances theory with real-world state-of-the-art practices.

A stimulating environment, modern research laboratories, and distinguished programs at the bachelor’s, master’s, and doctoral levels ensure that our graduates possess creative, innovative, and analytical skills with a strong commitment to research and technical excellence, ethical conduct, and cultural, societal, and global well-being.

Undergraduate

The Computer Engineering program prepares graduates for the practice of engineering at the entry level and helps graduates develop the ability to pursue a course of lifelong learning. A secondary aim is to provide a foundation for those interested in and qualified to pursue graduate studies. The program emphasizes a sound broad-based interdisciplinary technical education, with the integration of the practice of engineering design throughout the curriculum. The program in Computer Science prepares students to solve theoretical and applied problems relating to programming and programming applications. Acquiring both skills and fundamental knowledge is stressed in the curriculum. An additional goal is to provide students an excellent foundation for advanced study in graduate programs.

The Electrical Engineering program prepares graduates to understand technology, particularly engineering principles and be able to communicate these principles. They will understand the basics of classical Electrical Engineering. They will have the ability to design and analyze electronic circuit diagrams. UB’s Bachelor of Science in Mechanical Engineering (BSME) degree program combines in-depth studies with lab and project experience to help students apply the principles of motion, force, energy, and materials for the design, development, analysis, manufacturing, testing and maintenance of mechanical systems.

Transfer Policy:

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport. Students are able to transfer classes, if approved by the chair and dean, outside the University at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) only at the time of transferring into the program; and based on UB’s transfer policy as pertains to evaluation of course descriptions, syllabi and examples of work done in transferred-in classes. Final transfer evaluations and approvals are subject to the University Transfer Credit policy on page 7.

Course Substitution Policy:

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport; and as per defined in the program requirements. There will be NO course substitutions allowed for these classes as defined in the program requirements. Substitution courses may be allowed at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) with the approval of the Department Chair and School Dean.

BS to MS Accelerated Degree Program

The University of Bridgeport’s BS-to-MS Accelerated Program in Engineering is designed for undergraduate students with a strong academic record in any area of engineering who wish to pursue a graduate degree in an expedited format. The structure enables you to complete your bachelor’s and master’s degrees in five years of study, rather than the typical six years, while ensuring that you develop expertise in fundamental and emerging disciplines of engineering.

Available for studies in computer engineering, computer science, electrical engineering, and mechanical engineering, this program allows you to progress more quickly through your coursework by taking additional credits for several semesters and over the summer once you have qualified during your junior year. Transfer students may also apply for the BS-to-MS Accelerated Program if they have earned an associate degree in an appropriate field. You will emerge prepared to take on a leadership role in industry, government, or academia.
School of Engineering

DEGREE OPTIONS
B.S. to M.S. in Computer Engineering
B.S. to M.S. in Computer Science
B.S. to M.S. in Electrical Engineering
B.S. to M.S. in Mechanical Engineering

Program Core Courses
To enter the BS-to-MS Accelerated Program in Engineering, you must maintain a cumulative GPA of 2.7 throughout the bachelor's degree coursework. You are required to complete a total of 122 credit hours for the Computer Engineering BS, 122 credit hours for the Computer Science BS, 120 credit hours for the Electrical Engineering BS, and 121 credit hours for the Mechanical Engineering BS.

For the Computer Engineering and Computer Science MS, you are required to complete a total of 34 credit hours, consisting of 15 credits of core courses, 12 to 15 credits of electives, a 3-credit master's project or a 6-credit thesis, and a 1-credit engineering seminar.

For the Mechanical Engineering MS, you are required to complete a total of 31 credit hours, consisting of 9 credits of core courses, 9 credits from one technical area, 6 to 9 credits of electives, a 3-credit master's project or a 6-credit thesis, and a 1-credit engineering seminar.

For the Electrical Engineering MS, you are required to complete a total of 31 credit hours, consisting of 24 to 27 credits of graduate-level electrical engineering courses, a 3-credit master's project or a 6-credit thesis, and a 1-credit engineering colloquium.

Graduate
The graduate offerings of the School of Engineering are intended for those who wish to enhance their expertise with an emphasis on professional applications, scholarship and research.

Accordingly, all programs for the Master of Science degree require at least one of the following: comprehensive examination, writing a thesis based on independent research, or completion of an appropriate special project.

Accreditation
All degree programs in the School of Engineering are licensed and accredited by the State of Connecticut Office of Higher Education. The Bachelor of Science degree program in Computer Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Admission Criteria and Procedures
UNDERGRADUATE ENGINEERING:
Students who perform well in the undergraduate programs are generally found to have met the following criteria:
A. SAT scores of 530(R) verbal and 560(R) math; or composite ACT score of 22.
B. Grade point average of “B”, (2.5) or better.
C. Rank in the top half of the high school graduating class.
D. Four years of mathematics; two lab sciences and an additional science unit in high school.

At the discretion of the Admissions Committee, students who meet two out of the above standards can be admitted into the major.

Graduating Engineering
MASTER OF SCIENCE DEGREES
Candidates for admission to Master of Science Degrees in the School of Engineering must present the following for review:
A. Bachelor of Science degree or its equivalent in Engineering or related applied Sciences from an accredited institution or recognized international institution.
B. Two letters of recommendation.
C. 3.0 recommended grade point average.
D. Demonstrated capacity for independent study and the ability to pursue graduate level work.
E. GRE Exam Required.

PH.D. DEGREES
Students admitted to the Ph.D. program should have a master degree an appropriate master degree with at least a 3.5 GPA. Interested students in the Ph.D. program without an M.S. degree must apply and be admitted into the M.S. program first, and then upon finishing the M.S. degree, they would be eligible to apply for the Ph.D. program.

Students admitted from non-English speaking foreign countries, having a master's degree having an appropriate master's degree will also be required to have a TOEFL score of at least 550. GRE's are required for admission into the program.

For information concerning undergraduate and graduate admission procedures, please refer to the section on University Admissions.

General Criteria for Degrees
from the School of Engineering
Upon recommendation of the faculty of the School of Engineering the University of Bridgeport will award the Bachelor's degree to the student of good character who fulfills the following minimum requirements, in addition to those listed in the chapter on Academic Regulations.

1. Participation in such departmental seminars as the faculty prescribes.
2. Earning the total semester hours required for the individual curriculum as listed in the following pages.
3. Earning a “C-” or better in every course in the major and with a cumulative average of 2.0 in the major courses. Each department designates the courses to be included in the major and decides the procedure necessary to remove each deficiency, including any “D” in a major course. When a course is a prerequisite to another, a “C-” or better in the prerequisite course may also be a requirement.

Requirements for the Master of Science Degrees
ACADEMIC PERFORMANCE
Students in a degree program who do not maintain a satisfactory record will be separated from the Graduate School. See Graduate Regulations on page 33

COURSE LEVELS
400-499—Open to graduate students and to qualified undergraduates.
500-599—Open to graduate students only.
600-700—Open to Ph.D. students and to qualified MS students.

TIME LIMITATION AND PROGRAM CONTINUITY
All requirements for the degree of Master of Science must be completed within six years (twelve consecutive semesters) of the effective start of an approved graduate program of study. Once a program is initiated, the student must maintain continuous enrollment until completion.

Under certain circumstances, a student may be granted permission to interrupt his/ her program by petitioning the Dean in writing, stating the underlying circumstances. Program interruption without formal permission will constitute grounds for dismissal from the Graduate School.
DEGREE PROGRAM REQUIREMENTS

All graduate students must have on file an approved program of study on the form provided. Programs of study are worked out between the student and his/her advisor to meet both the student’s desires and the faculty’s philosophy of an integrated program. The program of study must carry the approval of the chair of the department awarding the degree. Changes in the approved program of study must be approved by the student’s program advisor and the department Chair.

ENGINEERING COLLOQUIUM REQUIREMENT

All Engineering students are required to register for the Engineering Colloquia Series (ENGR 400) once during their course of study. Students are expected to register in their first semester. Students who do not pass the course are required to repeat the course in a subsequent semester.

GENERAL THESIS REGULATIONS

MS Students are encouraged to include a thesis investigation in their approved program of study. Accumulation of thesis semester hours and work done during a thesis investigation must be continuous up to the time of its completion. Only those students designated as regular graduate students who have satisfied the following requirements will be permitted to accumulate thesis credits. During the semester prior to that in which the student desires to initiate his/her thesis investigation, he/she must have:

1. Included a thesis investigation in his/her approved program of study;
2. Sought and obtained a member of the graduate faculty who agrees to act as his/her thesis advisor;
3. Submitted a completed thesis investigation form to the department in which the degree is to be awarded;
4. Obtained a Thesis Committee, appointed by the department chair, consisting of three members of the graduate faculty (including the advisor as committee chair).

Students should obtain a copy of “Specifications for Master’s Thesis” from the office of the department chair which describes requirements in detail.

All theses in Engineering must be presented at a faculty-graduate seminar. It is the student’s responsibility to ensure that this requirement is fulfilled, and that written notice of the presentation is distributed to all interested persons at least one week before the event.

Students who are in the process of completing a thesis are required to register for at least two semester hours of thesis in each semester, including summer, that they actively engage in that activity under faculty guidance. Semester hours thus accumulated that total more than the approved program of study requirement are not counted toward the degree.

This procedure does not apply to Electrical Engineering, where students have up to 3 semesters (not counting the summer semester) to start and finish their project/thesis. For every semester they are not registered for any credits, they must take ELEG 596 (seminar) for 1 credit. They do not take ELEG 596 in the summer semester, unless it is their last semester.

Upon successful completion of the thesis, and acceptance by the Thesis Committee, provided all other requirements in the program of study are completed, the student becomes eligible for the degree.

COMPLETION OF MASTER’S DEGREE

The Master of Science degree will be awarded only to those students successfully completing the following requirements:

1. A minimum of 31 semester hours (34 hours for Technology Management) with a QPR of “B” or better in an approved program of study. The number of semester hours which may be transferred from another institution is an individual matter that will be reviewed by the major department, but is normally no more than 6 semester hours.
2. Satisfactory completion of the state licensure requirements as prescribed by the faculty of the major department, and a favorable recommendation from the faculty upon review of the student’s program and performance, after the student has made formal application for a Master’s diploma. When the degree is completed with a thesis, a minimum of eight courses of three semester hours each are required for the Master of Science degree in Electrical Engineering or Mechanical Engineering. For the Master of Science in Computer Science or Computer Engineering, nine courses of three semester hours each plus six semester hours (minimum) of thesis are required. For the Master of Science degree in Technology Management, nine courses of three semester hours each plus six semester hours (minimum) of thesis are required; for students holding the Bachelor of Science in Manufacturing Engineering or Industrial Engineering from an approved program, this requirement may be reduced to eight courses of three semester hours each, plus six semester hours (minimum) of thesis.

COOPERATIVE EDUCATION PROGRAM

The School of Engineering offers an optional cooperative education program. See the Cooperative Education section of this Catalog for further information.

The faculty of the School of Engineering encourages both undergraduate and graduate students to participate in the Co-Op program and acquire work experience in industry while studying here at the University of Bridgeport.

Requirements for the Ph.D. degree in Computer Science and Engineering

TIME LIMITATION AND PROGRAM CONTINUITY

All requirements for the Ph.D. degree must be completed within seven years (fourteen consecutive semesters) of the effective start of an approved graduate program of study. Once a program is initiated, the student must maintain continuous enrollment until completion.

COMPLETION OF PH.D. DEGREE

The Ph.D. degree in Computer Science and Engineering will be awarded only to those students successfully completing the following requirements:

1. Completion of the formal requirements for an MS degree in computer science or computer engineering, including a thesis.
2. An additional eight (3-credit hours) courses, or 24 credit hours, in the discipline, including no more than two independent studies.
3. A two-semester teaching practice requirement (3 credit hours each), for which students are to register with no fees. The students will be expected to teach lower undergraduate level classes, and/or assist professors as teaching assistants (i.e., perform a significant teaching role), thus giving Ph.D. graduates experience for an academic teaching career.
4. At least 15 semester hours of dissertation research, culminating in a dissertation proposal defense and dissertation defense.
5. Comprehensive examination: written and oral (proposal defense).
6. Publication of at least two journal papers, or one journal and two refereed conference papers, within the course of the Ph.D. topic research. These publications are not required to be single authored by the student and they might be coauthored with members of the dissertation committee.
College of Public and International Affairs

Dean: Thomas J. Ward
Carlson Hall, room 225
303 University Avenue
Telephone: (203) 576-4966
Fax: (203) 576-4967
Email: ward@bridgeport.edu

Faculty: Al-Azdee, Benjamin, Healey, Hess, Katz, Kim, Lay, Mogavero, Riggs, Rubenstein, Setton, Skott, Yu, van der Giessen, Ward, Wei

Degree Programs

CRIMINAL JUSTICE AND HUMAN SECURITY (B.A.)

CONCENTRATIONS
Comparative Justice .................................................. 12 S.H.
Criminology ................................................................. 15 S.H.
Human Security ............................................................. 15 S.H.

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY (B.A.)

CONCENTRATIONS
Asia-Pacific Studies ..................................................... 15 S.H.
Peace and Development Studies ..................................... 15 S.H.
Americas Studies .......................................................... 15 S.H.
Middle East Studies ...................................................... 15 S.H.

MARTIAL ARTS STUDIES (B.A.)

CONCENTRATIONS
Tae Kwon Do ................................................................. 16 S.H.
Tai Ji ........................................................................... 16 S.H.

MASS COMMUNICATIONS (B.A.)

CONCENTRATIONS
Advertising ................................................................. 15 S.H.
Communication Studies .................................................. 15 S.H.
Fashion Journalism ...................................................... 15 S.H.
International Communication ........................................ 15 S.H.
Journalism .................................................................. 15 S.H.
Public Relations ............................................................. 15 S.H.
Sports Journalism ........................................................... 15 S.H.

SOCIAL SCIENCES (B.A.)

CONCENTRATIONS
Criminal Justice Program .............................................. 18 S.H.
Pre-Law .......................................................... 15 S.H.
History .......................................................... 12 S.H.
International Studies .................................................... 12 S.H.
Political Science .......................................................... 12 S.H.
Psychology ............................................................. 12 S.H.

RELIGION AND POLITICS (B.A.)

CONCENTRATIONS
East Asian Religion and Society .................................... 12 S.H.
Islamic Religion and Society ........................................ 12 S.H.
Judeo-Christian Thought and Society ............................ 12 S.H.

EAST ASIAN AND PACIFIC RIM STUDIES (M.A.)

CONCENTRATIONS
Conflict analysis and Resolution
Global Communication
Global Management
International Political Economy and Development

GLOBAL MEDIA AND COMMUNICATION STUDIES (M.A.)

CONCENTRATIONS
Global Communication
New Media Communication

GLOBAL DEVELOPMENT AND PEACE (M.A.)

CONCENTRATIONS
Conflict Analysis and Resolution
Global Communication
Global Management
International Political Economy and Development

Minor
Criminal Justice and Human Security
International Political Economy and Diplomacy

Background and Focus

Founded in 2000 the College of Public and International Affairs of the University of Bridgeport offers social science-based programs aimed at preparing students for careers in international public service, international business, academia, government service, environment and the media. The College offers majors in Mass Communications, International Political Economy & Diplomacy, World Religions, Martial Arts Studies, and the Social Sciences.

Mission Statement

Through the degree program and the minors it offers the College of Public and International Affairs provides skills the needed by professionals in government, business and civil society to respond to the challenges and opportunities of globalization. The College stresses the genesis and evolution of modern democratic institutions while also offering insight into other fundamental forces that have shaped the world's cultures. Recognizing the importance of a broad cultural base, synthetic and analytical skills and a working knowledge of critical world languages, the College of Public and International Affairs encourages study of the college underpinnings of the world's major civilizations. It encourages overseas study during the student's undergraduate study.

The program of the College of Public and International Affairs's are designed to provide students with marketable skills that will enable them to render meaningful service in their careers. It encourages the study of conflict prevention and resolution and service learning. The College provides a wide-ranging academic preparation for scholars and practitioners who are interested in playing a role in the fostering of intercultural dialogue and global cooperation in the international political economy. The diverse, international student body of UB, serves as both a “living laboratory” and a “microcosm of the global world.” It provides real life context for this type of learning experience.

Advisory Board

The College of Public and International Affairs Advisory Board consists of national leaders who have had a distinguished career in fields such as diplomacy international business, and in civil society. The Advisory Board normally meets twice each year and reviews the College’s activities, interfaces with the Colleges faculty and students and it provides recommendations and feedback on the College of Public and International Affairs's ongoing program development. Current membership of the Advisory Board includes Ambassador Phillip V. Sanchez, former US Ambassador to Colombia and to Honduras; Jim Nicholas, Executive Director of the Connecticut World Trade Association, Inc. and Executive Partner Global Business Resources USA, LLC; Clement Malin, former Vice President for International Relations Texaco; David Hornby, former Vice President of the Lyons Club of Fairfield and Export Manager of Wallach Surgical Supplies; Eileen Heaphy, Career U.S. Foreign Services Officer; Robert Sarnis, Senior Financial Service Advisor and Noel Brown, Career United Nations official and former North American Director of the United Nations Environmental Program. The Advisory Board also includes College of Public and International Affairs alumni Tamami Kawamura '05, a graduate student at Yale University, Grace Lee '05 and Sana Sarr '04.
INTERNSHIPS, COOPERATIVE EDUCATION

All graduate students of College of Public and International Affairs and undergraduates of the Criminal Justice and Human Security program must complete an internship. All undergraduate are strongly encouraged to obtain working experience through either the cooperative education program or the internship program. To participate in either co-op or internship, students must meet the following requirements:

a. be of junior standing
b. have completed at least 18 hours of coursework in the major
c. be a student in good academic standing at the University

Lifelong Learning

The College of Public and International Affairs offers colloquia for adult learners and continuing education course for senior and professionals. It has organized visits to China for adult learners and has done an extended series of colloquia on the Middle East.

Special Areas of Interest

The College of Public and International Affairs and UB students and faculty study and conduct programs and research on the United Nations system. The college has sponsored lectures, conferences, and seminars on the United Nations and other international organizations; or the impact of regional customs unions; international human rights; and programs on sustainable development. The College provides a forum where students representing their respective nations have organized constructive public symposia on border and ethnic divides in hotspots such as Bosnia, Kosovo, Kashmir, the East and South China Sea, and the Middle East. UB students participate in the Model United Nations at the National Model United Nations where they have won awards for their position papers and delegation performances.

Admissions Criteria

A student is admitted to the majors in the College of Public and International Affairs of the University of Bridgeport after an evaluation of the high school transcript, class standing, counselor recommendations, and SAT scores. The student should demonstrate potential in analytical reasoning, comprehension, verbal expression, and a demonstrated interest in international affairs and or/world culture.

Accreditation

The degree programs of the College of Public and International Affairs of the University of Bridgeport are licensed and accredited by the State of Connecticut Office of Higher Education.

College of Public and International Affairs and the Study of the United Nations

The College of Public and International Affairs of the University of Bridgeport encourages research and studies on international organization and the UN in particular. The College especially encourages research in two areas:

1. The growing (and changing) role of non-governmental organizations vis-a-vis the United Nations and
2. The evolving nature of the relations between the United Nations and world powers, particularly the United States.
Shintaro Akatsu School of Design (SASD)

Dean: Max Shangle
Arnold Bernhard Center, room 810
84 Iranistan Avenue
Telephone: (203) 576-4222
Fax: (203) 576-4042
E-mail: mshangle@bridgeport.edu

Faculty: Larned, Matto, Munch, White, Yelle

Degree Programs
Design Management (M.P.S.)
Graphic Design (B.F.A.)
Concentration in New Media
Industrial Design (B.A.)
Interior Design (B.A.)

Mission Statement
In keeping with a 60-year history of excellence, the mission of the Shintaro Akatsu School of Design (SASD) is to offer professional education in the design fields leading to baccalaureate degrees and successful careers in design. SASD develops students’ abilities to identify, analyze, and solve design problems using culturally sensitive and environmentally sustainable methodologies and technologies. SASD is committed to advancing the use of best-practices in all areas of design.

Professional Environment
Each student has a space for in-class assignments with an adjacent computer design studio, a clean room for large-scale mock-ups and a well-equipped model shop and a photography studio. In addition to the full time faculty, practicing professional designers are invited to teach studio courses ensuring that the student receives a practical and current education.

Portfolio Focus
An important semester event is the Open House; professional designers are invited to a portfolio review in a celebration of the student’s semester work. An aggressive summer internship program for the sophomore and junior students is key to their professional success. The senior thesis reinforces this internship experience. With the combination of a professional, robust portfolio and extensive internship experience our graduates are well prepared for an exciting and fulfilling career.

Computer Emphasis
We have a strong Computer Aided Design (CAD) emphasis balanced by traditional skill development. We use powerful programs that include Vellum 3D, form•Z, Photoshop, Illustrator, IronCAD, Alias Studio, Maya, Final Cut Pro, Premiere, Flash, and Solidworks. An example of our cutting-edge use of technology is in the Junior design studio, where students use the computer to directly create prototypes using stereolithography through a local high technology company.

Local Innovation
Connecticut has a spectacular history of innovation, invention, engineering, illustration, and design. Connecticut has the highest patents per capita. Many well-established corporations and a rapidly growing array of new high technology companies are in the immediate area. Bridgeport Machines, Dictaphone, Pitney Bowes, Remington, and Sikorsky Aircraft Corporation are next door and the World Headquarters of General Electric is in the nearby town of Fairfield. Evo, Product Ventures, Group Four Design, and 9th Wave are just a sample of the consulting animation, advertising, and interior design firms a short distance from Bridgeport.

Accreditation
SASD is an accredited member of the National Association of Schools of Art and Design (NASAD).

INDUSTRIAL DESIGN LEARNING OUTCOMES
1. Demonstrate ability to identify, analyze, and solve industrial design problems. Assessment: Portfolio projects appropriately respond to project briefs, and are clear, focused, expressive, and communicative solutions to the stated problems.
2. Demonstrate mastery of design tools, techniques, and concepts in industrial design. Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, and appropriate selection of typefaces, images, composition, and implementation.
3. Demonstrate an understanding of the aesthetics of form development and of the history and current state of design. Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents and stylistic movements in graphic design.
4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio materials are made with the appropriate technology or software for the final application. Projects are planned to be feasibly reproducible by industrial/commercial means rather than by one-off or by hand.
5. Demonstrate an understanding of the cultural and societal connections linking graphic design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the brief for the project.
6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Active participation in class critiques; clear, thoughtful presentation of students’ own projects, ability to give, accept, and incorporate feedback.

OUTCOMES
1. Demonstrate ability to identify, analyze, and solve graphic design problems. Assessment: Portfolio projects appropriately respond to project briefs, and are clear, focused, expressive, and communicative solutions to the stated problems.
2. Demonstrate mastery of design tools, techniques, and concepts in graphic design. Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, and appropriate selection of typefaces, images, composition, and implementation.
3. Demonstrate an understanding of the aesthetics of form development and of the history and current state of design. Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents and stylistic movements in graphic design.
4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio solutions are made with the appropriate technology or software for the final application. Projects are planned to be feasibly reproducible by industrial/commercial means rather than by one-off or by hand.

5. Demonstrate an understanding of the cultural and societal connections linking industrial design trends and processes as well as a knowledge of business practices and of the marketplace. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the brief for the project.

6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Presenting one's work with confidence and a working knowledge of the criteria and materials presented, active participant in class critiques; clear, thoughtful and honest ability to give, accept and incorporate feedback.

INTERIOR DESIGN LEARNING OUTCOMES

1. Demonstrate ability to identify, analyze, conceptualize and solve interior design problems. Assessment: Studio portfolio projects appropriately respond to project criteria, and have clear, focused, expressive and communicative solutions to the stated problems. Apply learned design principles to solve the problem. Communicate solutions through 2D and 3D drawings, color theory and proper specifications of materials.

2. Demonstrate mastery of design techniques and concepts in interior design. Assessment: Projects within portfolios that show evidence of attention to detail, adherence to project-initial concepts throughout the process, and close attention that the initially presented concept matches the outcome. Projects show appropriate selection and implementation of materials, finishes, furniture, and fabrics.

3. Demonstrate an understanding of aesthetics and scale related to interior space, and of the history and current state of design in the world. Assessment: Projects, papers and presentations for art and history course work. In studio courses, projects that appropriately reference historical precedents and stylistic movements in interior design, bringing forward current thoughts in interior design with reference to the past. Through portfolio projects show working knowledge of scale though appropriate furniture and lighting specifications.

4. Demonstrate proficiency in selection and use of relevant technologies in design and in using available technologies to produce a design presentation. Assessment: Drawings, including floor plans, elevations, sections, rendered perspectives, and models made with the appropriate technology or software for the final presentation.

5. Demonstrate an understanding of the cultural and societal connections linking interior design trends and processes as well as a knowledge of business practices and of the marketplace. Assessment: Project solutions that are culturally and audience appropriate for the problem as posed by the criteria for the project. Awareness of the current marketplace based on materials and mechanicals specified for studio projects, projects for Business practices course work.

6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Presenting ones work with confidence and a working knowledge of the criteria and materials presented, active participant in class critiques; clear, thoughtful and honest ability to give, accept and incorporate feedback.
Division of Health Sciences

Vice Provost for Health Sciences:
David Brady
Wahlstrom Library, 7th floor
126 Park Avenue
Telephone: (203) 576-4676
E-mail: dbrady@bridgeport.edu

Mission Statement
The Division of Health Sciences includes the College of Chiropractic, the College of Naturopathic Medicine, the Acupuncture Institute, the Human Nutrition Institute, the Fones School of Dental Hygiene, and the Physician Assistant Institute. In accordance with the mission of the University, the Division of Health Sciences seeks to become a leader in the development of integrated healthcare, through education, research and clinical practice.

A variety of programs are offered at all levels throughout the Division. Undergraduate studies are currently offered in Dental Hygiene. Graduate, professional studies are offered in Acupuncture, Chiropractic, Naturopathic Medicine, Human Nutrition, Dental Hygiene and Physician Assistant Studies. The Division provides opportunities for students in different programs to interact through courses of common interest and by providing avenues for completion of multiple degrees within the Division.

Clinical services and outreach services provide care for those in the local urban area, through the University of Bridgeport clinics and off-campus clinical sites.

Recognizing the need for alternatives to traditional, on-campus study in the area of health sciences, the Division offers an online Masters program in Human Nutrition and an online Dental Hygiene degree completion program, and a graduate Dental Hygiene program.

UB Clinics
Health Sciences Center
60 Lafayette Street
Telephone: (203) 576-4349
Fax: (203) 576-4776
E-mail: ubclinics@bridgeport.edu
Website: www.ubclinics.org

In the Health Sciences Center, is where UB Clinics are located.

UB Clinics represent the clinical teaching facilities for UB's College of Naturopathic Medicine, College of Chiropractic, Acupuncture Institute and Fones School of Dental Hygiene. Each of these specialty clinics are open to the public and offer affordable treatment options in these various disciplines at a fraction of the cost of comparable treatments with private practitioners. UB Clinics provide numerous opportunities for patients to experience medical and wellness care in one convenient location.

The University's Naturopathic Medical Clinic is a complete outpatient medical center serving a widely diverse population where patients are treated by licensed naturopathic physicians assisted by interns.

The Acupuncture Clinic combines traditional Chinese Medicine, encompassing acupuncture, manual therapy, diet counseling, exercise and breathing techniques for such ailments as: allergies, hypertension, acute and chronic pain, migraines, back pain, rheumatoid arthritis, carpal tunnel, stomach problems, gynecological issues, and more.

The Chiropractic Clinic patients will find relief through a drugless, non-surgical approach to health care, including spinal adjustments, soft-tissue therapy, physiotherapeutic modalities, exercise, rehabilitation, and nutrition and lifestyle counseling.

The Fones School Dental Hygiene Clinic offers examinations, X-rays, cleanings, fluoride treatments, and sealants, in its new state-of-the-art facility.

The University of Bridgeport Health Sciences Center/UB Clinics also offers on-site radiology and laboratory services. We also have a Dispensary in which we have a variety of over-the-counter nutritional supplements, herbal medicines, homeopathic remedies and other products.

UB Clinics are located on campus, at the University's Health Sciences Center, 60 Lafayette Avenue in Bridgeport. To obtain more information or make an appointment,
Acupuncture Institute

60 Lafayette Street
Telephone: 203-576-4122
Facsimile: 203-576-4107
E-mail: acup@bridgeport.edu

Institute Director; Program Director MS-ACUP:
Jennifer Brett, ND, L.Ac.
Health Sciences Center
60 Lafayette Street
Telephone: 203-576-4122
Email: jbrett@bridgeport.edu

Associate Director for Academic Affairs; Program Director MS-TCM & MS-CH:
Stephen Jackowicz, M.Ac., L.Ac., Ph.D.
Health Sciences Center
60 Lafayette Street
Telephone: 203-576-4423
Email: charlesf@bridgeport.edu

Program Director for D.TCM degree:
Charles Ford, L.Ac.
Health Sciences Center
60 Lafayette Street
Telephone: 203-576-4424
Email: sfjackowicz@bridgeport.edu

Faculty: Brett, Dreszer, Ferreira, Ford, Garcia-Osuna, Gonick, Im, Ishii, ItsHaky, Jackowicz, Lee, Li, Regan, Ritterman, Rosenberger, Shain

Acupuncture and Traditional Chinese Medicine (TCM) are one of the most respected healing professions around the globe. It serves a quarter of the world’s population and has increased in public acceptance in the United States and Europe as the fastest growing complementary health care field. TCM has gained this respect by being the most ancient written form of medical therapy known. For more information, call Dr. Jennifer Brett: (203) 576-4122 or 1-800-EXCEL-UB (1-800-392-3582), ext. 4122

Traditional Chinese Medicine (TCM), which encompasses acupuncture, manual therapy, diet counseling, herbal therapies, exercise and breathing techniques, has been in use for thousands of years. Over the millennia, the Asian community has continuously refined this ancient healing art. During the last century, this refinement has included integration of Western medical sciences within the paradigm of TCM.

**MS-AC**
The development of the Master of Science in Acupuncture degree program integrates the medical concepts of both the East and West. The student will learn classical acupuncture and Traditional Chinese medical theory as well as up-to-date western bio-medical sciences.
The Master of Science in Acupuncture degree program’s goal is to provide acupuncture and Traditional Chinese medical training consistent with the developing traditions in Asia and the growing modern health care system in the United States.

Having an opportunity to work alone and in conjunction with other health care practitioners in the Health Sciences Center, the students will be able to integrate the care of patients with other health care providers. Thus, the student gains a “real world” advantage before entering private practice.

**MS-TCM**
The MS-TCM is a 4-year program during which the students are instructed in Chinese Herbolology during three (3) of the four (4) years of training, after a first year of basic sciences, theory and diagnosis classes lay the foundation for understanding the art and science of a full range of TCM modalities. All foundational courses and clinical rotations from the MS-AC program are included in the MS-TCM.

The nearly 3400-hours of training in Traditional Chinese Medicine modalities, including excellent training in acupuncture, moxibution, tui na as well as Chinese herbal studies is designed to produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-TCM program.

The MS-TCM program is a residential program with students completing over 80% of their course work and 100% of their clinical rotations in residence. The ASIAN/CHINESE HERBOLOGY (ACH) courses will be offered in a blended format with 50% of the didactic program offered online and 50% during 4 weekends each semester, and an additional 3 weekends each summer for a total of 11 weekends a year. Students will participate in an online environment to complete their ASIAN/CHINESE HERBOLOGY studies.

**MS-CH**
The MS-CH program is a stand-alone program that will allow licensed health care professionals to better understand Chinese Herbolology and be able to safely utilize these herbal products.

Currently, many healthcare professionals are able to prescribe herbal therapies (MDs, DOs, NDs, DCs, L.Ac.s) or work with herbal therapies (PharmDs). The UB MS-CH program is the only clinically-oriented systematic masters-level program for health professionals in these therapies. The focus of this program is not only clinical usage of Chinese herbal therapies but also on safety in the clinical setting while framing the clinical use of these herbs in the TCM tradition. The potential for issues associated with integrated care and drug-herb and nutrient-herb interactions are covered in detail within the MS-CH courses.

The nearly 900-hours of training in Chinese herbal studies will produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-CH program.

**D.TCM.**
The D.TCM is a 170-credit, 4-year program during which the students are instructed in both biomedicine and Traditional Chinese Medicine (TCM). The first year of studies focuses on biomedicine and TCM theory and diagnosis classes which form the foundation for understanding the art and science of TCM modalities. The second and third years introduce students to the full panoply of TCM treatment modalities including acupuncture, Chinese herbalology, dietetics, tu na, tiaijuchan and qigong. The last two years of training focus on clinical rotations both on campus and off campus including training in integrated medical settings.

The D-TCM program is designed to provide significant training in biomedicine and integrative medicine for those interested in providing traditional Chinese medicine in primary care. Chinese medicine practitioners (L.Ac.s) play an important part in U.S. healthcare. The Affordable Care Act prohibits discrimination against complementary and alternative medicine (CAM) practitioners, including acupuncturists. UBAI is dedicated to ensuring that its graduate practitioners are included in all aspects of healthcare, from the private office to hospitals and public health forums.

UBAI’s D-TCM program will help graduates participate in a healthcare system that is multidisciplinary and enhances competence,
mutual respect, and collaboration across all healthcare disciplines. The clinical program stresses a team-based approach to care.

**Degree**

- Master of Science in Acupuncture (M.S.Ac.)
- Master of Science in Traditional Chinese Medicine (M.S.TCM)
- Master of Science in Chinese Herbolgy (M.S.CH.)
- Doctorate in Traditional Chinese Medicine (D.TCM)

The MS-Acupuncture degree program of the University of Bridgeport Acupuncture Institute is programmatically accredited by the Accreditation Commission for Acupuncture and Traditional Chinese Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and TCM medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068.

The MS-TCM degree of the University of Bridgeport Acupuncture Institute is programmatically accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068.

The D.TCM is licensed by the State of CT Office of Higher Education. The D.TCM program is eligible for ACAOM accreditation and the Univ. of Bridgeport Acupuncture Institute (UBAI) is currently in the process of seeking ACAOM candidacy/accreditation for the program. However, UBAI can provide no assurance that candidacy or accreditation will be granted by ACAOM.

The D.TCM program, as part of the University of Bridgeport, is accredited by NEASC and students are eligible for Title IV student loans.

Educational Mission, Objectives & Goals

**Acupuncture Institute Mission & Educational Objectives**

The mission of the University of Bridgeport Acupuncture Institute is to offer a comprehensive education that prepares qualified candidates to become successful licensed acupuncturists. The University of Bridgeport Acupuncture Institute is an integrated unit of the University of Bridgeport. The program seeks to advance the discipline of Traditional Chinese Medicine through educational, clinical and scholarly activities. The program educates its students to be productive, caring and responsible citizens and skilled healthcare professionals. By providing an outstanding professional education, the program will produce graduates with a high level of clinical skills who have the commitment and judgment necessary to act in the service of others.

The Educational Objectives of the Acupuncture Institute are to train and educate acupuncture students who prior to graduation:

1. Demonstrate competency in utilizing the four examinations to identify Traditional Chinese Medicine (TCM) diagnoses.
2. Have the ability to formulate and skillfully implement the safe and effective clinical application of Chinese medicine modalities based upon a total assessment of the patient;
   a. For MS-Acup: to formulate and skillfully implement safe and effective TCM acupuncture, moxibustion, qì cultivation, tui na and adjunctive techniques.
   b. For MS-TCM & D.TCM: to formulate and skillfully implement safe and effective acupuncture, moxibustion, Chinese herbal medicine, qi cultivation, tui na and other adjunctive techniques.
   c. For MS-CH: to formulate and skillfully implement safe and effective Chinese herbal medicine, and dietary therapies.
3. Adapt diagnosis and treatment strategies as needed for diverse patient populations.
4. Evaluate patient care from biomedical, pharmacological and Asian perspective in order to understand the medical context in which patients present, make appropriate treatment, and consultation decisions in various healthcare settings including as part of a collaborative health care team; and make timely referrals when appropriate.
5. Value patients' dignity and confidentiality.
6. D.TCM: will have the knowledge and skills necessary to provide patient-centered care in a variety of settings in order to optimize patient health and coordinate care with other healthcare practitioners.

University of Bridgeport Acupuncture Institute institutional goals are to:

Offer a comprehensive graduate-level education that trains future graduates in a broad range of TCM knowledge, competencies and skills so that we achieve our Mission and educational objectives

1. Offer a comprehensive graduate-level education that trains future graduates in a broad range of TCM knowledge, competencies and skills so that we achieve our Mission and educational objectives

2. Administer a professional and affordable treatment clinic that:
   - Serves the local community; and
   - Instuits student interns in the diagnosis and treatment of health conditions in a diverse population

3. Conduct outreach clinics to:
   - Support the profession of acupuncture through community service; and
   - Train students in integrative care settings;

4. Preserve and further the understanding of human health and the art of Asian medicine.

5. Produce graduates who can meet state and national licensure requirements.

**UBAI Vision Statement**

The University of Bridgeport Acupuncture Institute (UBAI) will lead in the movement to create cross-platform approaches to medicine and health between conventional, Western biomedical concepts and Traditional Chinese medicine (TCM) training and care. UBAI will train healthcare leaders who, through evaluation of patient care from a variety of perspectives, including biomedical, pharmacological and Asian perspectives, will create opportunities for working in integrative care settings, as part of a collabor-
orative health care team, and throughout the modern US medical infrastructure.

Tuition and Fees
(See insert for current year’s Tuition, Fees and Other Expenses)

Deposits
All charges are payable in full by the fourth day of the semester. A nonpayment fee will be assessed. The student receives no reduction in charges for temporary absence from classes or residence hall and no refund if he or she is suspended or dismissed or leaves the University of Bridgeport residence hall for any cause. Students with outstanding balances will not be able to register for the following semester.

The student will not receive grades, a diploma, a certificate, or a transcript of his academic record until all financial obligations to the University have been met.

If an account becomes severely delinquent and the University is forced to submit the account to an outside agency for collection, the costs of same will be added to the student’s balance.

The tuition fee does not include the cost of books and supplies. These must be purchased by the student. The student should inquire about the cost of special materials, equipment and uniforms required for special courses.

The University does not assume responsibility for the loss of personal property of students either on or off campus. It is recommended that students protect themselves against such losses by consulting with their own (or their parents’) insurance agent in regard to coverage provided by existing policies, if any; or by purchasing private property insurance through a private agent.

Curriculum MS-AC
The Master of Science in Acupuncture degree program is three years in length (34 months) and is scheduled on a semester basis. The curriculum of this major consists of seven (7) distinct areas:

1. Acupuncture Practice and Techniques:
The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

2. Asian Medicine Theory, Diagnosis and Application
The twelve (12) TCM medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of TCM medicine and how acupuncture specifically affects the body within the TCM treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

3. Western Biomedicine
The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, history taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

4. Herbal Medicine Survey:
The four (4) courses in herbal medicine and dietetics give the student a basic introduction to western and Chinese botanical medicine and TCM treatment philosophies relevant to herbal medicine and clinical diet therapies. Training in botanical medicine is limited in the Acupuncture Institute to three survey courses: Botanical Medicine, Introduction to Chinese Herbal Remedies and Patent Remedies. Information is provided on indications, contraindications and drug-herb interactions. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients’ health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

5. Movement and Respiration Studies
The seven (7) movement and respiration courses are designed to enhance the student’s personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients’ health care needs. In addition to the movement studies, two courses in soft tissue treatment techniques are offered.

6. Counseling, communications and practice management
The four (4) specific courses in this area enhance the students’ clinical skills, both in terms of diagnosing addressing patients’ psychological health and in the area of best business practices. These courses help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

7. Clinical Services
The five (5) clinical services courses are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 380 patient visits and will have completed 830 hours of clinical training.

ACUPUNCTURE CURRICULUM
SEASON ONE

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS 511</td>
<td>Anatomy 1</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>ABS 515</td>
<td>Physiology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 511</td>
<td>TCM History/Philosophy</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ATD 512</td>
<td>TCM Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 513</td>
<td>TCM Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 511</td>
<td>Point Location 1</td>
<td>1.5</td>
<td>0.5</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>APT 512</td>
<td>Meridian Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AMR 511</td>
<td>Tai Ji Quan 1</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
</tbody>
</table>
### Acupuncture Institute

**SEMESTER FIVE**

**SUMMER SESSION**

**SEMESTER SIX**

**CONTACT HOUR BY AREA**

**MS-ACUPUNCTURE**

**COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT**

**TOTAL PROGRAM**

**SUMMER SESSION**

**SEMESTER FIVE**

**SEMESTER FOUR**

**ACUPUNCTURE RELATED STUDIES**

**ACUPUNCTURE PRACTICE AND TECHNIQUES**

**TOTAL: TCM theory, diagnosis, treatment and acupuncture related studies: 1008**

**HERBAL MEDICINE SURVEY: 90**

**WESTERN BASIC & BIOMEDICAL SCIENCES: 612**

**TOTAL: 118 credits.**

**830 Clinical hours/26 credits; 1815 didactic hours/92 credits.**

**CONTACT HOUR BY AREA**

**MS-ACUPUNCTURE**

**COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT**

**TOTAL PROGRAM: 2,648**

**Total 118 credits. Note that each preceptorship credit corresponds with 37 clock hours; each clinic credit corresponds with 28 clock hours.**

**830 clinical training hours/1818 didactic training hours. Of the didactic training, 747 are in the basic sciences, 1071 in Traditional Chinese Medicine**

**Curriculum – MS-TCM**

The Master of Science in Traditional Chinese Medicine degree program is four years in length (45 months) and is scheduled on a semester basis. The curriculum of this major consists of eight (8) distinct areas:

1. **Acupuncture Practice and Techniques (APT)**

The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to
identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

2. Asian Medicine Theory, Diagnosis and Application (ATD)

The twelve (12) TCM medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual framework of TCM medicine and how acupuncture specifically affects the body within the Traditional Chinese Medicine treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

3. Western Biomedicine (AWB)

The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, history taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

4. Herbal Medicine Survey (AHM)

The five (5) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients’ health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

5. Asian/Chinese Herbology (ACH)

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

6. Movement and Respiration Studies

The seven (7) movement and respiration courses are designed to enhance the student’s personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients’ health care needs. In addition to the movement studies, three courses in soft tissue treatment techniques are offered.

7. Counseling, communications and practice management

The four (4) specific courses in this area enhance the students’ clinical skills, both in terms of diagnosing addressing patients’ psychological health and in the area of best business practices. These courses help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

8. Clinical Services

The five (5) acupuncture clinical services courses and four (4) Chinese Herbology clinical services courses (for a total of nine – 9 – clinical experience courses) are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 575 patient visits and will have completed 1190 hours of clinical training (850 hours in the acupuncture/general clinical care; 360 in the herbology clinic).

**CURRICULUM – MS-TRADITIONAL CHINESE MEDICINE**

**SEMMETER ONE**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS 511</td>
<td>Anatomy 1</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>ABS 515</td>
<td>Physiology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 512</td>
<td>Traditional Chinese Medicine Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 513</td>
<td>Traditional Chinese Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 511</td>
<td>Traditional Chinese History and Philosophy</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AMR 511</td>
<td>Taijiquan 1</td>
<td>0.5</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>APT 512</td>
<td>Meridian Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 511</td>
<td>Evidence Informed Practice</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>APT 511</td>
<td>Point Location 1</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>AWP 501</td>
<td>UBAI Clinical Safety Procedures</td>
<td>0.5</td>
<td>0</td>
<td>9</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>16.5</td>
<td>2.5</td>
<td>333</td>
<td>17.5</td>
</tr>
</tbody>
</table>

**SEMMETER TWO**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWP 522</td>
<td>Anatomy 2</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>AWP 525</td>
<td>Physiology 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 524</td>
<td>Traditional Chinese Diagnosis 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 522</td>
<td>Point Location 2</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>AMR 522</td>
<td>Taijiquan 2</td>
<td>0.5</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>ANT 521</td>
<td>Western Nutrition</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWP 521</td>
<td>TCM Safe Practices</td>
<td>1</td>
<td>1</td>
<td>45</td>
<td>1.5</td>
</tr>
<tr>
<td>AWP 523</td>
<td>Pharmacology</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ATD 526</td>
<td>Seminar 1</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14.5</td>
<td>3.5</td>
<td>333</td>
<td>16.5</td>
</tr>
</tbody>
</table>

**SEMMETER THREE**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 612</td>
<td>Clinical Diagnosis 1</td>
<td>3</td>
<td>2</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>ACS 611</td>
<td>Pathology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 614</td>
<td>Acupuncture Tech 1</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>AMR 613</td>
<td>Qigong 1</td>
<td>0.5</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>AWM 613</td>
<td>Traditional Chinese Dietetics</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWM 615</td>
<td>Lab Diagnosis</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWM 521</td>
<td>Botanical Medicine</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWP 529</td>
<td>Seminar 2</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AMI 511</td>
<td>Chinese Formula and Constituents 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 711</td>
<td>Preceptorship 1</td>
<td>0</td>
<td>4</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>16.5</td>
<td>9.5</td>
<td>462</td>
<td>21</td>
</tr>
</tbody>
</table>
# Acupuncture Institute

## SEMESTER FOUR

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 623</td>
<td>Clinical Diagnosis 2</td>
<td>3</td>
<td>2</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>ACS 624</td>
<td>Pathology 2</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>APT 625</td>
<td>Acupuncture Techniques 2</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>AMR 624</td>
<td>Qigong 2</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>APS 621</td>
<td>Psych Assessment</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 626</td>
<td>Auricular &amp; Scalp Acupuncture</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ACS 722</td>
<td>Preceptorship 2</td>
<td>0</td>
<td>4</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>ATD 617</td>
<td>Case Studies 1</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AWB 621</td>
<td>Medical Ethics</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 512</td>
<td>Chinese Formulae and Constituents</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 4 14 353 13

## SUMMER SESSION

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 651</td>
<td>Clinical Education 1</td>
<td>0</td>
<td>12</td>
<td>245</td>
<td>8</td>
</tr>
<tr>
<td>APT 657</td>
<td>Japanese Acupuncture Techniques</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>AMR 627</td>
<td>Tuina 1</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>ACH 635</td>
<td>CH Formulae 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 4 14 553 13

## SEMESTER FIVE

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD 711</td>
<td>Differential Diagnosis and Pathomechanisms</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AMR 715</td>
<td>Traditional Chinese Internal Medicine</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>ATD 728</td>
<td>Case Study 2</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>APT 717</td>
<td>Acupuncture-Gynecology</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ACH 523</td>
<td>Chinese Formulae &amp; Constituents 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 712</td>
<td>Clinical Education 2</td>
<td>0</td>
<td>12</td>
<td>215</td>
<td>8</td>
</tr>
</tbody>
</table>

**TOTAL** 10 14 431 19

## SEMESTER SIX

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR 726</td>
<td>Tuina 3</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>ATD 717</td>
<td>Advanced Pulse &amp; Tongue Diagnosis</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACS 724</td>
<td>Public Health</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APP 721</td>
<td>Practice Management</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 718</td>
<td>Pediatric Acupuncture</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 524</td>
<td>Chinese Formulae and Constituents 4</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 723</td>
<td>Clinical Education 3</td>
<td>0</td>
<td>12</td>
<td>220</td>
<td>8</td>
</tr>
</tbody>
</table>

**TOTAL** 9.5 14 418 18

## SUMMER SESSION

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 636</td>
<td>Chinese Formulae 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 634</td>
<td>Dispensary Management</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 635</td>
<td>Pharmacognosy &amp; Pharmacology of Chinese Herbs</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACC 611</td>
<td>Chinese Herb Clinic 1</td>
<td>0</td>
<td>4</td>
<td>130</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**TOTAL** 4 4 202 6.5

## SEMESTER SEVEN

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 617</td>
<td>Chinese Formulae 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 619</td>
<td>CH Internal Medicine &amp; Modifications 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APM 616</td>
<td>Ethical and ecological considerations of Chinese materia medica</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ACC 652</td>
<td>Chinese Herb Clinic 2A</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>ACC 723</td>
<td>Chinese Herb Clinic 2B</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**TOTAL** 5 4 220 8

**Total All Semesters:** 3680 hours 149 credits

**Total:** 118 credits.

830 Clinical hours/26 credits;
1815 didactic hours/92 credits.

## CONTACT HOUR BY AREA

**ASIAN/CHINESE HERBOLOGY:........................................360**

- Chinese Formulae and Constituents 1 36
- Chinese Formulae and Constituents 2 36
- Chinese Formulae and Constituents 3 36
- Chinese Formulae and Constituents 4 36
- Chinese Formulae 1 36
- Chinese Formulae 2 36
- Chinese Formulae 3 36
- Chinese Formulae and Constituents 1 36
- Chinese Formulae and Constituents 2 36
- CH Special Topics 36

**ACUPUNCTURE PRACTICE AND TECHNIQUES ...378**

- Point Location 1 45
- Point Location 2 45
- Meridian Theory 36
- Acupuncture Techniques 1 72
- Acupuncture Techniques 2 72
- Auricular Acupuncture 18
- TCM Safe Practices 45
- UBAI Clinical Safety Procedures 9
- Japanese Acupuncture Techniques 18
- Pediatric Acupuncture Techniques 18

**ACUPUNCTURE RELATED STUDIES .........270**

- T'ai Chi 27
- T'ai Chi 27
- Qi Gong 27

**TOTAL:** TCM theory, diagnosis, treatment and acupuncture related studies: 972

## HERBAL MEDICINE SURVEY

- Botanical Medicine 36
- TCM Diets 36
- Dispensary Management 18
- Pharmacognosy & Pharmacology of Chinese Herbs 18
- Ethical and ecological considerations of Chinese mat. med. 18

## ASIAN MEDICINE THEORY, DIAGNOSIS AND APPLICATION .................324

- TCM History & Philosophy 18
- TCM Medical Theory 36
- TCM Diagnosis I 36
- TCM Diagnosis II 36
- Seminar 1 18
- Seminar 2 18
- Seminar 3 18
- Differential Diagnosis and Pathomechanisms 36
- TCM Internal Medicine 36
- Case Study 1 18
- Case Study 2 18
- TCM Gynecology 18
- Advanced Pulse & Tongue Diagnosis 18

**TOTAL: Herbal Medicine/Dietetics and related didactic studies:...........486**

## BIOMEDICAL SCIENCES ............................................612

- Anatomy 72
- Anatomy 72
- Physiology 1 36
- Physiology 2 36
- Pathology 1 36
- Pathology 2 54
- Clinical Diagnosis 1 90
- Clinical Diagnosis 2 90
- Lab Diagnosis 36
- Public Health 36
- Pharmacology 36
- Western Nutrition 36

## COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT .................108

- Medical Ethics 18
- Psychological Assessment 36
- Practice Management 36
- Evidence-Informed Practices 18

## CLINICAL EDUCATION .............................................1190

- Preceptorship 1 75
- Preceptorship 2 75
- Clinical Education 1 245
- Clinical Education 2 215
- Clinical Education 3 220
- Chinese Herbal Clinic 1 130
- Chinese Herbal Clinic 2A 65
- Chinese Herbal Clinic 2B 65
- Chinese Herbal Clinic 3 100

**TOTAL PROGRAM:..............3368**
Acupuncture Institute

Total: 149 credits/3368 hours  
(1190 clinical hours/2191 didactic hours)

**Curriculum – MS-CH**

The Master of Science in Chinese Herbology degree program is two years in length (22 months) and is scheduled on a semester basis. The curriculum of this major consists of four (4) distinct areas:

1. **HERBAL MEDICINE SURVEY**
   
The four (4) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the course in dietetics and nutrition help the student understand the role of nutrition in patients’ health.

2. **ASIAN/CHINESE HERBOLOGY**
   
The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

3. **RELATED AREAS**
   
The three (3) required courses in ethics, TCM diagnosis and evidence-informed clinical practices help practitioners better understand their patients, the evidence for TCM therapies, possible interactions and the ethics related to TCM clinical practice.

4. **CLINICAL EDUCATION**
   
The four (4) Chinese Herbology clinical services are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners. Clinical service rotations are available in the UBAC on-campus clinics as well as in community outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 200 patient visits and will have completed 360 hours in the herbology clinic.

**CURRICULUM – MS-CHINESE HERBOLOGY**

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHM 611</td>
<td>TCM Diagnostics</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 511</td>
<td>Evidence Informed Practices</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 511</td>
<td>Formulas and Individual Constituents 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 512</td>
<td>Formulas and Individual Constituents 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACC 611</td>
<td>Herb Clinic 1</td>
<td>0</td>
<td>4</td>
<td>130</td>
<td>2.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>7</td>
<td>4</td>
<td>256</td>
<td>9.5</td>
</tr>
</tbody>
</table>

**SEMESTER TWO**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD 524</td>
<td>TCM Diagnosis 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 522</td>
<td>Formulas and Individual Constituents 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 524</td>
<td>Formulas and Individual Constituents 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 526</td>
<td>Medical Ethics</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACC 632</td>
<td>Herb Clinic 2A</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>7</td>
<td>2</td>
<td>191</td>
<td>8.5</td>
</tr>
</tbody>
</table>

**SUMMER SESSION**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 635</td>
<td>Chinese Formulae 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 636</td>
<td>Chinese Formulae 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 637</td>
<td>Chinese Formulae 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 638</td>
<td>Chinese Material</td>
<td>0</td>
<td>7</td>
<td>184</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>6</td>
<td>0</td>
<td>108</td>
<td>6</td>
</tr>
</tbody>
</table>

**SEMESTER THREE**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 617</td>
<td>Chinese Formulae 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 619</td>
<td>Internal Medicine &amp; Modifications 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 616</td>
<td>Ethical and ecological considerations of materia medica</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACC 723</td>
<td>Chinese Herb Clinic 2B</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>ACC 724</td>
<td>Chinese Herb Clinic 3</td>
<td>0</td>
<td>3</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>5</td>
<td>5</td>
<td>255</td>
<td>8.5</td>
</tr>
</tbody>
</table>

**SEMESTER FOUR**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 628</td>
<td>Internal Medicine &amp; Modifications 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 641</td>
<td>Special Topics</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total All Semesters:** 882 hours/36.5 credits

**ELECTIVE**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD 511</td>
<td>TCM History/Phil.</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AHM 521</td>
<td>Botanical Medicine</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 711</td>
<td>Differential Dx and Pathomechanisms</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total:** 118 credits.

830 Clinical hours/26 credits; 1815 didactic hours/92 credits.

**CONTACT HOUR BY AREA MS-CHINESE HERBOLOGY**

**HERBAL MEDICINE SURVEY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCM Diagnostics</td>
<td>36</td>
</tr>
<tr>
<td>Dispensary Management</td>
<td>18</td>
</tr>
<tr>
<td>Pharmacognosy/Pharmacology of Chinese Herbs</td>
<td>18</td>
</tr>
<tr>
<td>Ethical and ecological considerations of Chinese materia medica</td>
<td>18</td>
</tr>
</tbody>
</table>

**ASIAN/CHINESE HERBOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Formulae and Constituents 1</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae and Constituents 2</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae and Constituents 3</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae and Constituents 4</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae 1</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae 2</td>
<td>36</td>
</tr>
<tr>
<td>Chinese Formulae 3</td>
<td>36</td>
</tr>
<tr>
<td>Internal Medicine and Modifications 1</td>
<td>36</td>
</tr>
<tr>
<td>Internal Medicine and Modifications 2</td>
<td>36</td>
</tr>
<tr>
<td>CH Special Topics</td>
<td>36</td>
</tr>
</tbody>
</table>

**RELATED AREAS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Informed Practices</td>
<td>18</td>
</tr>
<tr>
<td>TCM Diagnosis</td>
<td>36</td>
</tr>
<tr>
<td>Medical Ethics</td>
<td>18</td>
</tr>
</tbody>
</table>

**CLINICAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Herbal Clinic 1</td>
<td>130</td>
</tr>
<tr>
<td>Chinese Herbal Clinic 2A</td>
<td>65</td>
</tr>
<tr>
<td>Chinese Herbal Clinic 2B</td>
<td>65</td>
</tr>
<tr>
<td>Chinese Herbal Clinic 3</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM** 882 hours/36.5 credits

**D. TCM PROGRAM OF STUDY**

The Doctor in Traditional Chinese Medicine degree program is four years in length (46 months) and is scheduled on a semester basis. The curriculum of this major consists of nine (9) distinct areas:

1. **Acupuncture Practice and Techniques (APT)**
   
The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy.
The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

2. Asian Medicine Theory, Diagnosis and Application (ATD)

The thirteen (13) Asian medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of oriental medicine and how acupuncture specifically affects the body within the oriental treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

3. Western Biomedicine (AWB)

The sixteen (16) biomedical courses are designed to train the student fully about biomedical terms, history taking, physical exam and laboratory diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

4. Herbal Medicine Survey (AHM)

The five (5) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients’ health.

(Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

5. Asian/Chinese Herbology (ACH)

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulas. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulas.

6. Movement and Respiration Studies

The seven (7) movement and respiration courses are designed to enhance the student’s personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients’ health care needs. In addition to the movement studies, three courses in soft tissue treatment techniques are offered.

7. Counseling, communications and practice management

The five (5) specific courses in this area enhance the students’ clinical skills, both in terms of diagnosing addressing patients’ psychological health and in the area of best business practices as well as ethical and legal considerations in health care. Additional courses in Clinical Procedures and Grand Rounds offer training for working in team-based care and practice in integrated care settings.

8. Integrated Clinical Practices

During the six (6) courses integrated clinical practice, students learn professional conduct, efficiency and confidence in dealing with patients, patient-centered care and integrated clinical decision making skills.

9. Clinical Services

The five (5) acupuncture clinical services courses, four (4) Chinese Herbology clinical services, and two (2) Integrated clinical services courses (for a total of eleven – 11 – clinical experience courses) are designed to allow the student to develop clinical, interpersonal communication and decision-making skills, along with the ability to work in multidisciplinary and integrated clinical locations. In addition, students learn professional conduct, efficacy and confidence in dealing with patients, patient-centered care and integrated clinical decision making skills. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as a number of other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 875 patient visits and will have completed 1400 hours of clinical training (610 hours in the acupuncture/general clinical care; 360 in the herbology clinic; 450 integrative care clinical hours).

CURRICULUM – D.TCM-TRADITIONAL CHINESE MEDICINE

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS 511</td>
<td>Anatomy 1</td>
<td>4</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>ABS 515</td>
<td>Physiology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 512</td>
<td>Traditional Chinese Medicine Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 513</td>
<td>Traditional Chinese Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 511</td>
<td>Traditional Chinese History and Philosophy</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>APT 511</td>
<td>Taijiquan 1</td>
<td>0.5</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>APT 512</td>
<td>Meridian Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ACS 511</td>
<td>Evidence Informed Practice</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>APT 511</td>
<td>Point Location 1</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>AWB 501</td>
<td>UBAI Clinical Safety Procedures</td>
<td>0.5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>2.5</td>
<td>333</td>
<td>17.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER TWO</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS 522</td>
<td>Anatomy 2</td>
<td>4</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>ABS 525</td>
<td>Physiology 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 524</td>
<td>Traditional Chinese Diagnosis 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>APT 523</td>
<td>Point Location 2</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>AMB 522</td>
<td>Taijiquan 2</td>
<td>0.5</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>ANT 521</td>
<td>Western Nutrition</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>AWB 521</td>
<td>TCM Safe Practices</td>
<td>1</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>AWB 523</td>
<td>Pharmacology</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ATD 526</td>
<td>Seminar 1</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14.5</td>
<td>3.5</td>
<td>333</td>
<td>16.5</td>
</tr>
</tbody>
</table>
### SEMESTER THREE

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 612</td>
<td>Clinical Diagnosis 1</td>
<td>3</td>
<td>2</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>ACS 611</td>
<td>Pathology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 614</td>
<td>Acupuncture Tech 1</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>AMR 613</td>
<td>Qi Gong 1</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>AIM 613</td>
<td>Traditional Chinese Dietetics</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 613</td>
<td>Lab Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 521</td>
<td>Botanical Medicine</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 617</td>
<td>Seminar 2</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 511</td>
<td>Chinese Formuilae and Constituents 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 711</td>
<td>Preceptorship 1</td>
<td>0</td>
<td>4</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>ACS 711</td>
<td>Diagnostic Imaging</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>18</td>
<td>9.5</td>
<td>498</td>
<td>23</td>
</tr>
</tbody>
</table>

### SEMESTER FOUR

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 623</td>
<td>Clinical Diagnosis 2</td>
<td>3</td>
<td>2</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>ACS 624</td>
<td>Pathology 2</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>APT 625</td>
<td>Acupuncture Techniques 2</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>AMR 624</td>
<td>Qi Gong 2</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>APT 621</td>
<td>Psych Assessment</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 626</td>
<td>Auricular &amp; Scalp Acupuncture</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACS 722</td>
<td>Preceptorship 2</td>
<td>0</td>
<td>4</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>ATD 727</td>
<td>Case Studies 1</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AWB 621</td>
<td>Medical Ethics</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 525</td>
<td>Chinese Herb Formuilae and Constituents 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 625</td>
<td>Physical Exam</td>
<td>2</td>
<td>0.5</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>ACS 626</td>
<td>Laboratory Diagnosis 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>19</td>
<td>10</td>
<td>525</td>
<td>24</td>
</tr>
</tbody>
</table>

### SUMMER SESSION

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 631</td>
<td>Clinical Education 1</td>
<td>0</td>
<td>12</td>
<td>245</td>
<td>8</td>
</tr>
<tr>
<td>APT 637</td>
<td>Japanese Acupuncture Techniques</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AMR 627</td>
<td>Tuina 1</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>ACH 635</td>
<td>CH Formuilae 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 731</td>
<td>Clinical Procedures 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>6</td>
<td>14</td>
<td>489</td>
<td>15</td>
</tr>
</tbody>
</table>

### SEMESTER SIX

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR 726</td>
<td>Tuina 3</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>ATD 717</td>
<td>Advanced Pulse &amp; Tongue Diagnosis</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACS 724</td>
<td>Public Health</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APP 721</td>
<td>Practice Management</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 718</td>
<td>Pediatric Acupuncture</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 524</td>
<td>Chinese Formuilae and Constituents 4</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWB 725</td>
<td>Pharmacology 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>11</td>
<td>2</td>
<td>234</td>
<td>12</td>
</tr>
</tbody>
</table>

Optional Clinic: Clinical education 3

### SUMMER SESSION

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 636</td>
<td>Chinese Formuilae 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 634</td>
<td>Dispensary Management</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACH 635</td>
<td>Pharmacognozy &amp; Pharmacology of Chinese Herbs</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACC 611</td>
<td>Chinese Herb Clinic 1</td>
<td>0</td>
<td>4</td>
<td>130</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>4</td>
<td>4</td>
<td>202</td>
<td>6.5</td>
</tr>
</tbody>
</table>

### SEMESTER SEVEN

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 617</td>
<td>Chinese Formuilae 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 619</td>
<td>CH Internal Medicine &amp; Modifications 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AIM 616</td>
<td>Ethical and ecological considerations of Chinese materia medica</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACC 632</td>
<td>Chinese Herb Clinic 2A</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>ACC 723</td>
<td>Chinese Herb Clinic 2B</td>
<td>0</td>
<td>2</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>ACS 811</td>
<td>Grand Rounds 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 812</td>
<td>Integrated Clinical Education 1</td>
<td>0</td>
<td>10</td>
<td>215</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>7</td>
<td>14</td>
<td>471</td>
<td>16</td>
</tr>
</tbody>
</table>

### SEMESTER EIGHT

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 628</td>
<td>CH Internal Medicine &amp; Modifications 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 641</td>
<td>CH Special Topics</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 724</td>
<td>Chinese Herb Clinic 3</td>
<td>0</td>
<td>4</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>ATD 742</td>
<td>TCM Geriatrics</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14</td>
<td>14</td>
<td>503</td>
<td>23</td>
</tr>
</tbody>
</table>

### SUMMER SESSION

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB</th>
<th>HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 823</td>
<td>Grand Rounds 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APP 722</td>
<td>Professional Development</td>
<td>1.5</td>
<td>0</td>
<td>27</td>
<td>1.5</td>
</tr>
<tr>
<td>ACS 814</td>
<td>Integrated Clinical Education 2</td>
<td>0</td>
<td>10</td>
<td>215</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>8.5</td>
<td>14</td>
<td>468</td>
<td>16.5</td>
</tr>
</tbody>
</table>

Total All Semesters: 3368 hours 149 credits

Clinical Training: 150 observation hours; 460 acupuncture clinic hours; 360 TCM herbal clinical hours; 430 Integrative clinic hours

**OPTIONAL CLINIC HOURS:** 220 acupuncture clinic hours

D-TCM Program: 1400 total clinical training hours/2556 didactic training hours

### CONTACT HOUR BY AREA

<table>
<thead>
<tr>
<th>Area</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUPUNCTURE RELATED STUDIES</td>
<td>270</td>
</tr>
<tr>
<td>TCM History &amp; Philosophy</td>
<td>342</td>
</tr>
<tr>
<td>TCM Medical Theory</td>
<td>36</td>
</tr>
<tr>
<td>TCM Diagnosis I</td>
<td>36</td>
</tr>
<tr>
<td>TCM Diagnosis II</td>
<td>36</td>
</tr>
<tr>
<td>Seminar 1</td>
<td>18</td>
</tr>
<tr>
<td>Seminar 2</td>
<td>18</td>
</tr>
<tr>
<td>Seminar 3</td>
<td>18</td>
</tr>
<tr>
<td>Differential Diagnosis and</td>
<td>36</td>
</tr>
<tr>
<td>Pathomechanisms</td>
<td></td>
</tr>
<tr>
<td>TCM Internal Medicine</td>
<td>36</td>
</tr>
<tr>
<td>Case Study 1</td>
<td>18</td>
</tr>
<tr>
<td>Case Study 2</td>
<td>18</td>
</tr>
<tr>
<td>TCM Gynecology</td>
<td>18</td>
</tr>
<tr>
<td>Advanced Pulse &amp; Tongue Diagnosis</td>
<td>18</td>
</tr>
<tr>
<td>TCM Geriatrics</td>
<td>18</td>
</tr>
</tbody>
</table>

### ACUPUNCTURE PRACTICE AND TECHNIQUES

<table>
<thead>
<tr>
<th>Techique</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Location</td>
<td>45</td>
</tr>
<tr>
<td>Point Location 2</td>
<td>45</td>
</tr>
<tr>
<td>Meridian Theory</td>
<td>36</td>
</tr>
<tr>
<td>Acupuncture Techniques 1</td>
<td>72</td>
</tr>
<tr>
<td>Acupuncture Techniques 2</td>
<td>72</td>
</tr>
<tr>
<td>Auricular &amp; Scalp Acupuncture</td>
<td>18</td>
</tr>
<tr>
<td>TCM Safe Practices</td>
<td>45</td>
</tr>
<tr>
<td>UBM Clinical Safety Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Japanese Acupuncture Techniques</td>
<td>18</td>
</tr>
<tr>
<td>Pediatric Acupuncture Techniques</td>
<td>18</td>
</tr>
</tbody>
</table>

### ASIAN MEDICINE THEOREY, DIAGNOSIS AND APPLICATION

- TCM History & Philosophy
- TCM Medical Theory
- TCM Diagnosis I
- TCM Diagnosis II
- TCM Internal Medicine
- Case Study 1
- Case Study 2
- TCM Gynecology
- Advanced Pulse & Tongue Diagnosis
- TCM Geriatrics

### ACUPUNCTURE RELATED STUDIES

- Taijiquan 1
- Taijiquan 2
- Qi Gong 1
- Qi Gong 2
- Tuina 1
- Tuina 2
- Tuina 3

### CONTACT HOURS

<table>
<thead>
<tr>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
</tr>
</tbody>
</table>
## Acupuncture Institute

**TOTAL: TCM theory, diagnosis, treatment and acupuncture related studies:.........990**

**HERBAL MEDICINE SURVEY.................126**  
Botanical Medicine ........................................ 36  
TCM Dietetics .............................................. 36  
Dispensary Management .................................... 18  
Pharmacognosy & Pharmacology of Chinese Herbs ........................................................................... 18  
Ethical and Ecological Considerations of Chinese med. .............................................. 18

**ASIAN/CHINESE HERBOLOGY: ...............360**  
Chinese Formulae and Constituents 1 ............36  
Chinese Formulae and Constituents 2 ............36  
Chinese Formulae and Constituents 3 ............36  
Chinese Formulae and Constituents 4 ............36  
Chinese Formulae 1 ........................................... 36  
Chinese Formulae 2 ........................................... 36  
Chinese Formulae 3 ........................................... 36  
Internal Medicine and Modifications 1 .........36  
Internal Medicine and Modifications 2 .........36  
CH Special Topics ............................................ 36

**TOTAL: Herbal Medicine/Dietetics and related didactic studies:..................486**

**BIOMEDICAL SCIENCES......................... 729**  
Anatomy 1 ...................................................... 72  
Anatomy 2 ...................................................... 72  
Physiology 1 .................................................... 36  
Physiology 2 .................................................... 36  
Pathology 1 ..................................................... 36  
Pathology 2 ..................................................... 54  
Clinical Diagnosis 1 .................................... 90  
Clinical Diagnosis 2 .................................... 90  
Lab Diagnosis .................................................. 36  
Public Health .................................................. 36  
Pharmacology 1 .............................................. 18  
Pharmacology 2 .............................................. 36  
Western Nutrition ............................................ 36  
Physical Exam .................................................. 45  
Diagnostic Imaging ........................................... 36

**COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT ............135**  
Medical Ethics .............................................. 18  
Psychological Assessment ................................ 36  
Practice Management ..................................... 36  
Evidence-Informed Practices .......................... 18  
Professional Development ................................ 27

**INTEGRATIVE CLINICAL PRACTICE ..........216**  
Laboratory Diagnosis 2 .................................... 36  
Physical and Functional Assessment of Int Med ................................................................. 36  
Clinical Procedures 1 .................................... 36  
Clinical Procedures 2 .................................... 36  
Grand Rounds 1 .............................................. 36  
Grand Rounds 2 .............................................. 36

**CLINICAL EDUCATION .................1400**  
Preceptorship 1 ............................................ 75  
Preceptorship 2 ............................................ 75  
Clinical Education 1 ................................... 245  
Clinical Education 2 ................................... 215  
Clinical Education 3 ................................... 220  
Chinese Herbal Clinic 1 ......................... 130  
Chinese Herbal Clinic 2A .................................. 65  
Chinese Herbal Clinic 2B .................................. 65  
Chinese Herbal Clinic 3 .................................. 100  
Integrated Clinical Education 1 ............ 215  
Integrated Clinical Education 2 ............ 215

**TOTAL PROGRAM ........................................3956**

**GRADE QUALITY POINTS**

### COURSE IDENTIFICATION

Course identification is as follows:

- **APT**: Acupuncture Practice and Techniques
- **ATD**: Asian Medicine Theory, Diagnosis and Application
- **AHM**: Herbal Medicine Theory
- **AWB**: Western Biomedicine
- **AMR**: Movement, Respiration and Bodywork
- **AGS**: Clinical Services
- **ACH**: Chinese Herbal Therapies
- **ACC**: Chinese Herbal Clinic
- **AIC**: Integrated Clinical Practice

The course numbering for the system is as follows:

- 500 level - courses offered in year three or four
- 400 level - courses offered in year two
- 300 level - courses offered in year one
- 200 level - courses offered in year two
- 100 level - courses offered in year three or four

The second digit identifies the semester the course is given in that academic year. The third digit indicates the area.

**Grades**

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4) point scale with a grade of “A” or 4 quality points being the highest grade attained. Grades with quality points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.5</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours into the number of points earned. Transfer credits are not included in this computation.

### Administrative Grades

- **I**: The grade of Incomplete “I” is used by the faculty to indicate that a student has not completed all course requirements. A student will have one week from the first day of the next term to meet with the faculty and complete all course requirements unless other arrangements are made with either the faculty member or the program Director prior to the end of the term in which the course was taken. Upon completion of the course requirements the faculty will submit the earned grade. Failure by the student to meet with the faculty and complete the requirements in one week from the first day of the next term will result in a grade of “I” being converted to a grade of “F”.

- **R**: Students may repeat a course at any grade level below an “A”. The first repeat will replace the first-time grade at the next level below an “A”. The first repeat will replace the first-time grade for the computation of the QPR.

- **TCR**: This indicates transfer credit granted for equivalent work completed at another accredited institution.

- **W**: Withdrawal grades are assigned on the following policy statements:
  1. If the student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student’s transcript.
  2. If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of “W” is as-
signed and that course remains on the student’s transcript. Courses with a grade of “W” do not count toward the QPR and do not count towards “hours attempted.”

3. The names of students who have officially withdrawn from a course and receive the grade of “W” are so listed on the class roster for the balance of the semester.

4. Any exceptions to the above, including late withdrawals, must be approved by the Director and the Provost before they become official and are recorded. Poor academic performance does not constitute a valid reason for late withdrawal.

**Academic Policies**

**ATTENDANCE REQUIREMENTS**

Each student is expected to attend all lectures, laboratories and other activities associated with the total completion of a given course.

A student who is absent from class in excess of ten percent of the total class hours may have his or her grade reduced for lack of participation as outlined in the course syllabus. A student absent in excess of twenty percent of the total class hours will receive a grade of “F.”

**Requirements for Graduation – MS-AC**

In order to be eligible for graduation from the Acupuncture Institute program, candidates must meet the following criteria:

1. Have successfully completed a minimum of 34 months of resident study in an accredited institution. The last 2 semesters (34 credits) must have been in residence at the University of Bridgeport Master of Science in Acupuncture degree program.

2. Have successfully completed all requirements of the educational program and have achieved a 3.0 cumulative grade point average.

3. Have completed all clinical competencies.

4. Successfully pass clinical exams, including the clinical entrance exam (pass 75%), all modules of the clinical exit exam (7 modules, 70% to pass for each section), and the exit interview.

**Graduation requirements MS-TCM**

1. Have successfully completed a minimum of 46 months of resident study in an accredited institution. The last 2 semesters (34 credits) must have been in residence at the University of Bridgeport Master of Science in Traditional Chinese Medicine degree program.

2. Complete all required coursework with a grade of “C” or better.

3. Have successfully completed all requirements of the educational program and have achieved a 3.0 cumulative grade point average.

**Graduation requirements MS-CH**

1. Complete all required coursework with a grade of “C” or better.

2. Complete all clinical hours.

3. Complete all clinical competencies.

4. Successfully pass clinical exams, including the clinical entrance exam (pass 75%), all modules of the clinical exit exam (3 modules, 70% to pass for each section), and the exit interview.

5. Complete an exit interview.

6. Recommendation from the clinical faculty chair.

7. Recommendation from the program director.

8. No student will graduate from the program who has not resolved all financial obligations with the University of Bridgeport.

**Graduation requirements D.TCM**

1. Have successfully completed a minimum of 46 months of resident study in an accredited institution. The last 4 semesters (72 credits) must have been in residence at the University of Bridgeport Doctorate in Traditional Chinese Medicine degree program.

2. Complete all required coursework with a grade of “C” or better.

3. Have successfully completed all requirements of the educational program and have achieved a 3.0 cumulative grade point average.

4. Complete all clinical hours.

5. Complete all clinical competencies.

6. Successfully pass clinical exams, including the clinical entrance exam (pass 75%), all modules of the clinical exit exam (7 modules, 70% to pass for each section), and the exit interview.

7. Complete an exit interview.

8. Recommendation from the clinical faculty chair.

9. Recommendation from the program director.

10. No student will graduate from the program who has not resolved all financial obligations with the University of Bridgeport.

**GOOD ACADEMIC STANDING**

Good academic standing is achieved when a student is maintaining good grades, has met all financial responsibilities to the Acupuncture Institute degree program, and is not guilty of any breach of standards governing ethical and clinical conduct.

**ACADEMIC PROBATION**

Academic probation occurs when the student’s cumulative grade point average falls below the required grade point average of 2.9 or if a student receives one grade of “F” or two or more grades of “D” during a single semester. A student who is on academic probation is not in good academic standing and is not eligible to
Acupuncture Institute

carry a full academic course load.

ACADEMIC REMEDIATION
A student who is on Academic Probation will be placed in a program of Academic Remediation and will be required to meet with the Director of the Institute. Academic Remediation requires a student to carry a reduced academic load. Students will be permitted to convert grades of “D” or “F” only by retaking the course the next time it is offered by the Acupuncture Institute.

Successful completion of a program of academic remediation requires a student to pass each repeated course with a “C” or better and have earned a cumulative GPA (CGPA) of 2.9 or better.

A student who has not earned a CGPA of 2.9 or better upon one semester of remediation but has shown substantial improvement in his or her course work will be allowed one more semester of remediation in order to achieve the CGPA of 2.9. A student in a program of academic remediation may ask the Director for a written definition of a minimum CGPA, or range of CGPA, which would be deemed to be substantial improvement, and for a written calculation of the semester of remediation GPA which would be necessary to achieve in order to bring the student’s CGPA into the range of substantial improvement. In such event the student shall countersign the written statement and deliver a copy of the signed document to the Director.

A student may not graduate with a grade of “D” on their transcript. Grades of “D” may not remain on the student’s transcript for more than one year and must be remediated by repeating the course and receiving a grade of “C” or better. This is not a limitation for the instructor, but rather a requirement to pass each course so that students have the appropriate level of proficiency to pass the NCCTCM Board Exams and become licensed acupuncturists. A student may remediate a grade only by retaking the course before graduation. If the student does not pass the course with a “C” or better, the student will be on Academic Probation and will be required to speak with the Director of the Acupuncture Institute before registering for any new classes.

ACADEMIC DISMISSAL
A student who after one semester of remediation does not show substantial improvement in his or her academic performance or after two semesters of academic remediation does not achieve a CGPA of 2.9 will be academically dismissed from the acupuncture program.

Academic dismissal may also occur if a student’s CGPA falls below 2.9, or if the student receives one “F” or two grades of “D” in one semester on a second occasion. Upon completion of the first semester, any student not achieving at least a 2.9 GPA will be academically dismissed from the program.

DISMISSAL FROM THE ACUPUNCTURE INSTITUTE
Academic inadequacies are not the only reason for dismissal from the Master of Science in Acupuncture degree program. The following is a list of additional causes for dismissal:

1. Failure to meet generally accepted standards of ethical and professional conduct and clinical practice. Such dismissal is subject to review by a committee of peers, faculty and administration as established by the Director of the UBAI.
2. Pleading “Guilty” or “No Contest”, or being found guilty of any crime involving moral turpitude; in the event of a pre-existing or new felony the Institute shall have the right to impose sanctions, including but not limited to dismissal, on a case by case basis.
3. Repeated violation of public policy, or demonstration of behavior that creates safety hazards and/or disrupts the order of the institution. Dismissal of this nature is subject to review by a committee of peers, faculty and administration as established by the Director of the Institute.
4. Failure to meet financial obligations or commitments to the University of Bridgeport Acupuncture Institute.

The Institute shall have the right to suspend any student from any or all privileges of a student in good standing during the pendency of any proceeding pursuant to the foregoing until such time as all University procedures are terminated.

WITHDRAWAL FROM THE PROGRAM:
If a student wishes to withdraw or take a leave of absence from the University of Bridgeport Acupuncture Institute, he or she must submit a letter to the Director stating the reason for withdrawal. The student must also complete all required paperwork from the Registrar’s office. In addition, the student should also note if he/she plans to re-enter the program and the term (Fall/Spring year) of such re-matriculation.

READMISSION TO THE PROGRAM
To be considered for readmission to the program after withdrawal or leave of absence, write to the Assistant Director of the Institute requesting readmission and indicate the date of re-entry desired. It is important to do this...
well in advance of the proposed date of admission.

**Minimum Requirements for Admission MS-AC:**

Students applying to the Master of Science in Acupuncture degree program should submit a completed application, an application fee, and official transcripts for undergraduate course work to the Office of Acupuncture Admissions. Admission requirements for the acupuncture program include a bachelor's degree or its equivalent (such as 120 completed semester credits).

The following courses must be included: 6 hours/semester credits of English skills, 3 hours/semester credits psychology, 3 hours/semester credits of social science, 6 hours/semester credits of biology and 6 hours semester credits of chemistry. Biology and chemistry courses must include a laboratory, must be passed with a grade of C or better, and must be a course offered for science majors. Pre-professional education acquired must have been completed with a minimum Quality Point Ratio of 2.50 on the 4.00 scale.

All science prerequisites (biology and chemistry) must:

1. Be suitable for students majoring in the sciences
2. Have a related laboratory
3. Be passed with a grade of “C” (2.50 on a 4.00 scale) or better

Applicants must understand that possession of minimum requirements does not constitute a guarantee of acceptance.

The University of Bridgeport does not discriminate on the basis of sex, age, color, creed, ethnic origin or handicap in the administration of its education programs or on admission.

**Minimum Requirements for Admission MS-TCM**

Students applying to the Master of Science in Traditional Chinese Medicine degree program should submit a completed application, an application fee, and official transcripts for undergraduate course work to the Office of Acupuncture Admissions. Admission requirements for the MS-TCM program include a bachelor's degree or its equivalent (such as 120 completed semester credits). The following courses must be included: 6 hours of biology and 6 hours of chemistry. Biology and chemistry courses must include a laboratory, must be passed with a grade of C or better, and must be a course offered for science majors. A minimum grade point average of 2.25 is required in the science prerequisites.

**Minimum Requirements for Admission MS-CH**

Admission requirements for the MS-CH program include a bachelor's degree or its equivalent (such as 120 completed semester credits). In addition, all applicants must be currently licensed or registered healthcare professionals whose scope of practice includes the use of Chinese herbs and formulae. There are also a number of bioscience and TCM prerequisites for this program:

All those seeking the MS-CH must be health care professionals for whom Chinese materia medica and formulae are part of their currently licensed/registered scope of practice.

**Prerequisites - Biomedicine**

- Human Anatomy – 4 semester credits
- Human Physiology – 4 semester credits
- Pharmacology – 1 semester credit
- Clinical Diagnosis (human) – 4 semester credits
- Pathology (human) – 4 semester credits

**Prerequisites - TCM**

- TCM Medical Theory – 36 hours, 2 semester credits
- TCM Diagnosis 1 – 36 hours, 2 semester credits (TCM substances, 5-elements and zang-fu)
- Meridian Theory/Meridian Diagnosis – 36 hours, 2 semester credits

**Minimum Requirements for Admission D-TCM:**

Students applying to the Doctor of Traditional Chinese Medicine degree program should submit a completed application, an application fee, and official transcripts for undergraduate course work to the Office of Acupuncture Admissions. Admission requirements for the D-TCM program include a bachelor's degree or its equivalent (such as 120 completed semester credits). The following courses must be included: 6 hours of English skills, 3 hours psychology, 3 hours of social science, 6 hours of biology and 6 hours of chemistry. Biology and chemistry courses must include a laboratory, must be passed with a grade of C or better, and must be a course offered for science majors. A minimum grade point average of 2.9 is required in the science prerequisites.

**APPLICATION PROCEDURES**

Application for admission must include:

1. A properly completed Application for Admission form
2. A NON-REFUNDABLE application fee of $50.00
3. Official transcripts of all college records
4. Two letters of recommendation

**International Applicants**

International applicants must complete an Application for International Students as well as an Application to the Master of Science in Acupuncture degree program. Applicants who have completed their undergraduate pre-professional study in any foreign country must submit official copies of the records of such study as well as certified translations. These records must be evaluated by an appropriate professional agency. Any fees charged by such an agency are the responsibility of the student. Following submission of these documents the Master of Science in Acupuncture degree program, the Director of Health Sciences Admissions will make contact with the prospective student.

All applicants whose native language is not English (including US citizens) must demonstrate proficiency in English at a level appropriate for advanced scientific study. At a minimum, proficiency can be demonstrated in one of the ways listed below:

1. Achieving a score of at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 22 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS). Information on the TOEFL/TSE can be obtained from TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA. (Or http://www.ets.org)
2. Or successfully graduate from the University of Bridgeport ELI program.

**Application Deadlines**

Applications must be received prior to July 1. Applications will be accepted each year until the class has been filled.
Acupuncture Institute

Notification of Acceptance
Applicants will be notified in writing of the decision of the Admissions Committee as soon as a decision is made.

Transfer Credit Policy
Students may apply to have some of the training required by the Acupuncture Institute for graduation transferred from another acupuncture degree-granting program, or an accredited school of post-graduate medical training. Transfer credit will be assessed by the Institute Director and is only awarded for courses similar in content and length, and with instructors similarly qualified as those given by the Acupuncture Institute. Students requesting transfer credit must provide an official course transcript, a school catalog and, if requested, a course syllabus for any course for which transfer credit is requested. Documentation of the transfer of credit awarded, and the institution from which transfer credit was awarded are kept in the student files. No less than 20 clinical credits and 14 didactic class credits must be completed at the Acupuncture Institute for the student to be eligible for graduation and the granting of the MS-Acupuncture and MS-Traditional Chinese Medicine degrees. All students, including transfer students, must complete the Clinical Entrance Exam with a score of no less than 75%, the Clinical Exit Exam and all practical clinical examinations with a grade of 70% or better to be eligible for graduation.

An applicant’s credits from another Institute may be considered for transfer only under the following conditions:

1. The applicant must meet current prerequisites in force at the University of Bridgeport Acupuncture Institute at the time the student originally enrolled at the health profession institution from which the transfer is being made, regardless of having been accepted to the institution from which they are transferring. In many cases, University of Bridgeport Acupuncture Institute’s requirements are higher than those for other acupuncture related professional schools.
2. Be courses for a student majoring in the medical sciences, acupuncture or TCM medicine
3. The institution from which the student is transferring must be acceptable to the Admissions Committee of the University of Bridgeport Acupuncture Institute, such as another acupuncture degree-granting program, or an accredited school of post-graduate medical training.
4. The credits being transferred must be equivalent in credit hours content and quality to that of the University of Bridgeport Acupuncture Institute. If the University of Bridgeport Acupuncture Institute course contains a laboratory so must the course being considered for transfer. In order to verify equivalence, students may be required to provide a course description or course syllabus for comparison.
5. Only credits with a grade of “C” (2.00 on a 4.00 scale) or better are considered for transfer. Transfer credit is credit only; the transferred grade will not affect the QPR.
6. In order to obtain transfer credit the student must have graduated or have been granted an honorable withdrawal from the professional or graduate school attended.
7. To receive transfer credit for any courses taken 3 or more years prior to entering the University of Bridgeport Acupuncture Institute, and for any course completed during an apprenticeship or other non-traditional or non-accredited learning environment, the student must demonstrate competency through examination. The passing grade for such exams is 75%.
8. Credits used to satisfy the minimum prerequisites for admission must not be used for advanced placement credit.
9. All international transcripts and course descriptions must be evaluated by an approved foreign credential evaluation service.

Transfer Credit – D.TCM
The D-TCM degree program will not be accepting direct transfer credit. Because a first doctoral level degree is new to the field of acupuncture in the US, all students seeking advanced standing will have to have knowledge of specific subjects assessed through a combination of challenge exams and portfolio review. Each challenge exam carries an exam fee of $85. Portfolio reviews require an accepted student to take a course in portfolio construction and then pay $85 for each course that is being challenged through the portfolio review. No more than 90 credits may be transferred into the D-TCM program from outside institutions.

Advanced Standing
Students who are accepted as transfer students may receive advanced standing if a substantial number of semester hours have been accepted by University of Bridgeport Acupuncture Institute. This may enable the student to complete either the MS-ACUP program in less than six semesters, or the MS-TCM degree in less than eight semesters. Transfer credit may be granted either with or without advanced standing. If advanced standing is granted:

No more than 84 credits may transfer from another institution of acupuncture or TCM medicine for the MS-ACUP degree. No more than 110 credits may transfer from another institution of acupuncture or TCM medicine for the MS-TCM degree. No more than 90 credits may be transferred into the D-TCM program from outside institutions.

No less than 20 clinical credits and 14 didactic class credits must be completed at the Acupuncture Institute for a student to be eligible for graduation and the granting of the MS-Acupuncture or MS-Traditional Chinese Medicine degree. No less than 25 clinical credits and 50 didactic class credits must be completed at the Acupuncture Institute for a student to be eligible for graduation and the granting of the Doctorate in Traditional Chinese Medicine degree.

All students, including transfer students, must complete the Clinical Entrance Exam with a score of no less than 75%, the Clinical Exit Exam and all practical clinical examinations with a grade of 70% or better to be eligible for graduation.

Advanced standing in the Acupuncture Institute requires evaluation of official transcripts and course descriptions from the institution of higher learning where the student received his or her training as described in Transfer Credit above. Foreign students must have their transcripts evaluated by a foreign transcript evaluating services, such as World Educational Services (WES). A special curriculum schedule will be made up for the student based on semester hours transferred and course availability.

Tuition will be calculated based on the number of credits being taken per semester multiplied by the single credit fee at the time of the student’s attendance.

If advanced standing is not granted, but some semester hours are transferable, the student will be admitted to the first semester and will be exempt from courses for which transfer
credit was granted.

Former University of Bridgeport students in the other graduate-level health sciences programs who started acupuncture training as a combined-degree student during their professional training who then took a leave-of-absence or withdrew from the Acupuncture Institute must demonstrate competency through examination for all work completed prior to withdrawal from the program, with the exception of the basic science (“AWB”-designated) courses, upon readmission to the program. All such previously completed coursework will then be treated as transfer credit and the time frame for completion of the MS-Acupuncture degree program will be four (4) years (48 months) from the date of re-entry into the UBAI program; and the time frame for completion of the MS-Traditional Chinese Medicine degree program will be five (5) years (60 months) from the date of re-entry into the UBAI program.

Evaluation of advanced standing is completed by the Director of the Acupuncture Institute. Upon request, a letter is sent to the student, with a copy available in the student file, of all coursework which is acceptable for transfer credit. The transfer credit grades will not appear on official transcripts from the University of Bridgeport and the grades from those classes will not affect a student’s GPA.

Course prerequisites must be completed by all students, including those taking courses as auditors, before admission to a course will be granted. Exceptions may be made by permission of the Director under the following special circumstances:

1. A student has skills equivalent to completion of the pre-requisites from non-traditional training or experience (i.e.: in an apprenticeship). Students may request a waiver from completing the prerequisites before taking more advanced courses. Students will have to complete all such courses or demonstrate competency through examination before graduation from the Acupuncture Institute.

2. A University of Bridgeport Health Sciences graduate student requires special skills for an outreach clinic setting (e.g.: clean needle technique and auricular acupuncture for NADA-style detox treatments).

Transfer of Credit for Foreign Health Profession Institutions

To be eligible for transfer of credits, applicants from foreign acupuncture, medical, chiropractic, osteopathic or dental institutions located in countries that do not have an accreditation system equivalent to those of the United States, must submit evidence of proficiency in all work submitted for advance standing credit. Credits from foreign Institutes and universities must have transcript evaluation performed by a reputable transcript evaluation service.

To receive advanced-standing for courses taken 3 or more years prior to entering the University of Bridgeport Acupuncture Institute, and for any course completed during an apprenticeship or other non-traditional or non-accredited learning environment, the student must demonstrate competency through examination. The passing grade for such exams is 75%.
College of Chiropractic

Dean: Michael Ciolfi
Elenore Dana Hall
30 Hazel Street
Telephone: (203) 576-4278
Fax: (203) 576-4483
E-mail: mciolf@bridgeport.edu

Associate Dean: Paul Sherman
Chiropractic Building
75 Linden Avenue
Telephone: (203) 576-4336
Fax: (203) 576-4351
E-mail: psherman@bridgeport.edu

Associate Dean, Clinic: Anthony Onorato
Health Sciences Building
60 Lafayette Street
Telephone: (203) 576-4349
Fax: (203) 576-4776
E-mail: aonorato@bridgeport.edu

Director of Admissions: Leanne Proctor
Telephone: (203) 576-4348

Faculty: Azizi, Cantito, Ebbetts, Funk, Good, Hughes, Kellher, Lehman, Lisi, Muhs, Onorato, Perle, Perrault, Saporito, Sawitzke, Shelton, Sherman, Synkowicz, Terry, Zoll

Chiropractic is the philosophy, art, and science which concerns itself with the relationship between structure and function of the human body, as that relationship may affect the restoration and preservation of health. The College of Chiropractic prepares students to be primary health care providers. Each student is educated to diagnose, to care for the human body, to understand and relate fundamental scientific information, and to consult with, or refer to other health care providers.

The University of Bridgeport College of Chiropractic is a non-profit, coeducational professional institution which grants the Doctor of Chiropractic (D.C.) degree to graduates who successfully complete four academic years of study including a clinical internship. The program is offered on a full-time basis with no students admitted to a part-time study program. All requirements for the D.C. degree must be completed with-in seven years from the date of matriculation.

Degree
Doctor of Chiropractic (D.C.)

Accreditation & Membership
The doctor of chiropractic degree program of the University of Bridgeport College of Chiropractic is accredited by the Commission on Accreditation of the Council on Chiropractic Education, 8049 N. 85th Way, Scottsdale, AZ 85258, 480-443-8877. The College of Chiropractic is also a member of the Association of Chiropractic Colleges.

Mission Statement
Provide a comprehensive, full-time education that prepares qualified candidates to become doctors of chiropractic.

Present a clinically relevant and integrated curriculum that is evidenced-influenced in regard to basic sciences, chiropractic principles and related health sciences.

To adhere to a curriculum that emphasizes:
- The body is an integrated unit;
- The body has intrinsic self-regulating and healing mechanisms;
- Structure and function are interrelated;
- The neuromusculoskeletal system can effect the functioning of other body systems and, in turn, can be affected by these systems.

Produce graduates who will be competent to practice as portal of entry chiropractic physicians, providing diagnostic services, health services, humanistic care and conservative methods of therapeutics to assist patients in achieving health and wellness.

Advance chiropractic and its knowledge base through scholarship and research.

Provide opportunities for faculty, students and staff to engage in activities which service the needs of the chiropractic profession and the public.

Provide for continuous improvement and quality of our programs through assessment, and by fostering an atmosphere of knowledge, growth and open discussions.

Curriculum
A Doctor of Chiropractic is a physician whose purpose is to meet the health needs of the public as a member of the healing arts. He/she gives particular attention to the relationship of structural and neurological aspects of the body and is educated in the basic and clinical sciences as well as related health subjects. Chiropractic science concerns itself with the relationship between structure (primarily the spine), and function (primarily coordinated by the nervous system) of the human body as that relationship may affect the restoration and preservation of health.

"The DCP of the University of Bridgeport incorporates the understanding of chiropractic as a profession practicing primary health care, provides curricular and clinical evidence of that through outcome measures, and consists of education and training to prepare graduates to:

A. Practice direct contact health care as a portal-of-entry provider for patients of all ages and genders;
B. Assess the patient’s general health status, complaints and problems leading to a diagnosis. Specific elements of patient assessment minimally include complete health history; review of systems; physical, biomechanical and neurological examination; the analysis of vertebral and extra-vertebral subluxation; and, when clinically indicated, diagnostic imaging, clinical laboratory, and/or specialized diagnostic procedures;
C. Develop a goal-oriented case management plan that addresses any subluxations or other neurobiomechanical problems, and that may include rehabilitation and/or other therapeutic modalities;
D. Develop appropriate doctor/patient relationships with continuity in the chiropractic management of health problems, and coordination of care with other health-care providers; and
E. Promote wellness by assessing health risk and providing problem-related, general and public health information, and lifestyle counseling.

The purpose of chiropractic professional education is to provide the student with a core of knowledge in the basic and clinical sciences and related health subjects sufficient to perform the professional obligations of a doctor of chiropractic.

A doctor of chiropractic is a primary care physician whose purpose as a practitioner of the healing arts, is to help meet the health needs of individual patients and of the public, giving particular attention to the structural and neurological aspects of the body.

The application of science in chiropractic concerns itself with the relationship between
structure, primarily the spine, and function, primarily coordinated by the nervous system of the human body, as that relationship may affect the restoration and preservation of health.

Further, this application of science in chiropractic focuses on the inherent ability of the body to heal without the use of drugs or surgery.

As a gatekeeper for direct access to the health delivery system, the doctor of chiropractic’s responsibilities as a primary care physician include wellness promotion, health promotion, health assessment, diagnosis and the chiropractic management of the patient’s health care needs. When indicated, the doctor of chiropractic consults with, co-manages, or refers to other health care providers. (From the Council on Chiropractic Education Standards for Doctor of Chiropractic Programs, January 2007)

It is the purpose of the University of Bridgeport College of Chiropractic program to offer as a minimum those courses and objectives as suggested in the CCE standards. It is also the purpose of the UBCC program to offer a broad-based educational experience. In many cases, the educational program presented will go beyond the course offerings suggested by CCE and will also go beyond individual state laws and scope of practice. The University of Bridgeport College of Chiropractic curriculum is divided into three phases: Basic Sciences, Clinical Sciences, and Clinical Services.

Basic Sciences
The basic Science curriculum instructs students in Anatomy, Physiology, Biochemistry, Microbiology, Public Health, and Pathology. These courses are offered primarily during the first two years of a student’s education. It is the purpose of this aspect of the program for students to develop an understanding of both normal and abnormal structure and function, homeostatic mechanisms, and to gain a foundation upon which the clinical sciences will be built.

Clinical Sciences
Students from their first semester onward are instructed in the Clinical Sciences. Course offerings include: Chiropractic History, Chiropractic Principles and Practice, Diagnosis, Radiology, Technique Procedures, Nutrition, and Physiological Therapeutics and Rehabilitation Procedures. Students are given in-depth training in the diagnosis and treatment of patients. Practical hands-on training is included beginning in Semester I and continuing to graduation. Information from the basic science curriculum is integrated into the clinical science course offerings and is a foundation upon which the clinical science courses build. Many of the clinical science courses have as a prerequisite successful completion of the basic science courses.

Clinical Services
The Clinical Services phase of the curriculum is the last and most important aspect of the UBCC program. Interns at the College’s Chiropractic Health Center care for patients under the supervision and direction of licensed doctors of chiropractic. To be eligible for this part of the curriculum, students must be in good academic standing, successfully completed all courses in Semesters I thru V, and successfully completed the clinical services entrance examination. During the Clinical Services portion of the program students will continue to receive training in the clinical sciences. They will also continue to be evaluated during their internship in order to remain eligible for clinical services. To continue in Clinical Services, students must remain in good academic standing. Towards the completion of the Clinical Services program students will be administered a clinical competency examination which must be successfully completed prior to graduation.

Because each course is integrated with other course offerings, students should be aware of the prerequisite and corequisite requirements. Throughout the curriculum every effort is made to insure the relevance of information to chiropractic principles and practice. The following is a breakdown, by subject, of the time devoted to each area of study within the curriculum.

Licensure Requirements and Career Opportunities

Licensure Requirements
The Doctor of Chiropractic degree program offered by the University of Bridgeport College of Chiropractic is accredited by the Council on Chiropractic Education. As indicated in a previous section, the college meets or exceeds the minimum educational requirements suggested by the CCE. Students who receive the Doctor of Chiropractic degree from UBCC are eligible for licensure in all states, Washington, D.C., Puerto Rico, the Canadian Provinces and other foreign countries as regulated by local laws and regulations without restrictions. Licensure in many states require students to complete Parts I, II, III, and Physiotherapy examination as offered by the National Board of Chiropractic Examiners (NBCE). Additionally, states also require that students pass the Part IV Practical Examination offered by the NBCE. Students should contact the NBCE or the Federation of Chiropractic Licensing Boards (FCLB) for additional information pertaining to licensure where they wish to practice. The College maintains a directory published by FCLB in the library as well as within various offices located in the College of Chiropractic. The directory contains information pertaining to licensure and to scope of practice within each state.

Career Opportunities
Approximately ninety (90%) percent of the students who have entered the UBCC have completed the requirements for graduation as outlined in this catalog. Most graduates of UBCC go directly into a private practice of their own. Other graduates work as an associate with an experienced doctor or they may rent space within an existing practice.

Complaint Procedures
Any complaint regarding the Doctor of Chiropractic Program and its compliance with the CCE Standards may be addressed to the following:

The Council on Chiropractic Education 8049 N. 85th Way Scottsdale, AZ 85258-4321 Telephone: (480) 443-8877 Fax: (480) 483-7333 Website: www.cce-usa.org

Semester Based Curriculum

Semester Based Curriculum
(18 WEEK PROGRAM PER SEMESTER)

Licensure Requirements and Career Opportunities

Licensure Requirements

Number Course Listed Lab Sem Cr.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td></td>
</tr>
<tr>
<td>AN 511</td>
<td>Cell and Tissue Microscopic</td>
</tr>
<tr>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>AN 512</td>
<td>Functional Anatomy and Biomechanics I: Spinal Anatomy</td>
</tr>
<tr>
<td>3</td>
<td>108</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
</tr>
</tbody>
</table>
College of Chiropractic

**SEMESTER TWO**

**DI 521** Diagnostic Imaging I: Normal Anatomy  2  2  72  3  
**PH 521** Organ System Microscopic Anatomy and Physiology I  2  0  36  2  
**NS 521** Neuroscience I  3  0  54  3  
**PP 523** Principles and Practice I: Contemporary Chiropractic Studies  2  0  36  2  
**AN 525** General Anatomy II: Head and Neck  3  3  108  4.5  
**AN 526** Functional Anatomy II: Extremities  3  3  108  4.5  
**MB 521** Clinical Microbiology I: Introduction to Infectious Diseases  2  0  36  2  
**TE 522** Chiropractic Examination Skills I: Palpation and Biomechanics of the Extremities  2  0  36  2  
**TE 522L** Chiropractic Examination Skills I: Palpation and Biomechanics of the Extremities Lab 0 3 54 1.5

**YEAR TWO**

**SEMESTER THREE**

**NS 612** Neurosciences II  3  0  54  3  
**PA 612** Fundamentals of Pathology  2  1  54  2.5  
**PH 612** Organ System Microscopic Anatomy and Physiology II  4  2  108  5  
**MB 612** Clinical Microbiology II: Infectious Diseases  2  0  36  2  
**TE 613** Technique Procedures I: Introduction to Full Spine Technique  1  0  18  1  
**TE 613L** Technique Procedures I: Introduction to Full Spine Technique Lab 0 3 54 1.5

**SEMESTER FOUR**

**PA 622** Systems Pathology  4  1  90  4.5  
**TE 624** Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique  2  0  36  2  
**TE 624L** Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique Lab 0 3 54 1.5  
**DI 623** Diagnostic Imaging II: Bone Pathology  2  2  72  3  
**MB 623** Public Health I: Intro to Public Health and Epidemiology  2  0  36  2  
**DX 623** Diagnostic Skills III: Orthopedic and Neurology  2  0  36  2  
**DX 623L** Diagnostic Skills III: Orthopedic and Neurology Lab 0 4 72 2  
**TE 625** Technique Procedures III: Soft Tissue  2  0  36  2  
**TE 625L** Technique Procedures III: Soft Tissue Lab 0 2 36 1  
**CN 621** Clinical Nutrition I: Pathology and Assessment 1 0 18 1  
**PP 624** Principles and Practice IV: Evidence-Based Practice 2 0 36 2  

**SEMINAR FIVE**

**TE 716** Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique  2  0  36  2  
**TE 716L** Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique Lab 0 4 72 2  
**DI 714** Diagnostic Imaging IV: Arthritis and Trauma  2  2  72  3  
**PT 711** Physiological Therapeutics I  1  0  18  1  
**PT 711L** Physiological Therapeutics I Lab 0 3 54 1.5  
**DD 711** Differential Diagnosis I: Internal Disorders  5  0  90  5  
**DD 711L** Differential Diagnosis I: Internal Disorders Lab 0 2 36 1  
**CN 712** Clinical Nutrition: Treatment and Management  2  0  36  2  
**PH 713** Toxicology & Pharmacology  2  0  36  2  
**TE 717L** Technique Procedures V: Soft Tissue II  0  2  36  1  
**ER 711** Emergency Procedures  1  2  54  2  
**RS 711** Evidence Based Practice I  0  0  0  1  
**PS 711** Clinical Psychology  2  0  36  2  
**PP 715** Principles and Practice V: Ethics  1  0  18  1  

**SEMESTER SIX**

**DI 725** Diagnostic Imaging V: Chest and Abdomen  1  2  54  2  
**TE 728** Technique Procedures VI: Advanced Chiropractic Technique I  2  0  36  2  
**TE 728L** Technique Procedures VI: Advanced Chiropractic Technique I Lab 0 3 54 2  
**DI 726** Diagnostic Imaging VI: Positioning and Physics  2  2  72  3  
**DD 722** Differential Diagnosis II: Neuromusculoskeletal 4 0 72 4  
**PT 722** Physiological Therapeutics II: Rehabilitation 2 0 36 2  
**PT 722L** Physiological Therapeutics II: Rehabilitation Lab 0 2 36 1  
**DX 725** Special Populations  3  0  54  3  
**CS 721** Clinical Science I  2  4  108  4  
**MB 724** Public Health II: Community Health and Wellness 2 0 36 2  
**BP 721** Documentation and Insurance Protocols: Billing and Coding 1 0 18 1  
**BP 722** Business Procedures 1 0 18 1  
**RS 722** Evidence Based Practice II 0 0 0 1  

**SEMESTER SEVEN**

**CS 812** Clinical Services II  0 25  450  12.5  
**DI 827** Diagnostic Imaging VII: X-Ray Review  2  0  36  2  
**TE 819** Technique Procedures VII: Advanced Chiropractic Technique II  1.5  3  81  3  
**BP 813** Starting a Chiropractic Practice and Office Management 1 0 18 1
### Curriculum Breakdown by Area and Hours

#### Basic Sciences 1152
- Anatomy .................................................. 504
- Cellular Anatomy and Physiology ................. 54
- Functional Anatomy I: Spine ......................... 108
- General Anatomy I: Visceral .......................... 108
- General Anatomy II: Head & Neck .................. 108
- Functional Anatomy II: Extremities .............. 108
- Clinical Embryology .................................. 18
- Physiology ............................................. 180
- Organ Systems Physiology I & II .................. 144
- Toxicology Pharmacology ............................ 36
- Biochemistry ........................................... 72
- Neurosciences .......................................... 108
- Neuroscience I ......................................... 54
- Neuroscience II ........................................ 54
- Pathology .................................................. 144
- Fundamentals of Pathology ......................... 54
- Systems Pathology .................................... 90
- Microbiology/Public Health ......................... 144
- Clinical Microbiology/Infectious .................. 72
- Disease I, II ........................................... 72
- Public Health and Wellness ......................... 72

#### Clinical Sciences 2268
- Principles, Practice and Philosophy .............. 144
- Chiropractic History .................................. 36
- Evidence Based Chiropractic ....................... 36
- Contemporary Chiropractic ......................... 36
- Research .................................................. 36
- Radiology .................................................. 432
- Imaging I .................................................. 72
- Imaging II .................................................. 54
- Bone Pathology ......................................... 72
- Arthritis ................................................... 72
- Chest ....................................................... 54
- Positioning and Physics ............................... 72
- X-Ray Review ........................................... 36
- Research ................................................... 0
- Thesis I, II, III, IV ..................................... 0
- Physiological Therapeutics ......................... 126
- Physiological Therapeutics I ....................... 54
- Physiological Therapeutics II ..................... 72
- Rehabilitation .......................................... 72
- Differential Diagnosis ................................ 216
- Differential Diagnosis I: Internal ................. 108
- Differential Diagnosis II: NMS .................. 72
- Psychology ............................................. 36
- Chiropractic Skills and Technique ................. 756
- Technique Skills I: Spine ......................... 90
- Technique Skills II: Extremities .................. 72
- Technique Procedures I ............................ 72
- Technique Procedures II ......................... 108
- Technique Procedures III ......................... 72
- Technique Procedures IV ......................... 108
- Technique Procedures V ......................... 36
- Technique Procedures VI ......................... 90
- Technique Procedures VII ......................... 108
- Diagnosis ............................................... 414
- Skills I: Physical Exam .............................. 90
- Skills II: Orthopedics ............................... 108
- Skills III: Neurology ................................. 108
- Laboratory Diagnosis ............................... 54
- Special Populations ................................. 54
- Nutrition .................................................. 54
- Nutritional Pathology ............................... 18
- Clinical Nutrition .................................... 36
- Emergency Procedures .............................. 54
- Business Procedures ................................. 72

#### Clinical Services 1158
- Clinic I: Student Clinic ............................. 108
- Clinic II .................................................. 450
- Clinic III .................................................. 450
- Clinic IV .................................................. 150

#### Total Hours 4578

Course identification for the semester curriculum is as follows:

### BASIC SCIENCES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN Anatomy</td>
<td>BC Biochemistry</td>
</tr>
<tr>
<td>MB Microbiology</td>
<td>NS Neuroscience</td>
</tr>
<tr>
<td>&amp; Public Health</td>
<td>PA Pathology</td>
</tr>
<tr>
<td>PH Physiology</td>
<td></td>
</tr>
</tbody>
</table>

### CLINICAL SCIENCES

- BP Business Procedures
- CH Chiropractic Exam Skills
- CN Clinical Nutrition
- DD Differential Diagnosis
- DI Diagnostic Imaging
- DX Clinical Diagnosis
- RS Emergency Procedures
- PP Principles and Practice
- PS Clinical Psychology
- PT Physiological Therapeutics
- RS Research Skills
- TE Technique Procedures

### CLINICAL SERVICES

- CS Clinical Services

The course numbering system is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>1st year</td>
</tr>
<tr>
<td>600</td>
<td>2nd year</td>
</tr>
<tr>
<td>700</td>
<td>3rd year</td>
</tr>
<tr>
<td>800</td>
<td>4th year</td>
</tr>
</tbody>
</table>

The next digit identifies the semester the course is given in that academic year. The third digit indicates the sequence within that discipline.

- e.g. AN 511
- AN - Anatomy
- 5- year one
- 1- semester one
- 1 - first course in discipline sequence

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4) point scale with an “A” or 4 quality points being the highest grade attained. Grades with quality points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours into the number of points earned. A grade of “D” is not an acceptable passing grade. Transfer credits are not included in this computation.

In addition to the Academic Grades submitted by faculty, the following Administrative Grades are also utilized.

#### Administrative Grades

1. The grade of Incomplete “I”, is used by the faculty to indicate that a student has not completed all course requirements. A student will have one week from the last day of the term to meet with the faculty and complete all
course requirements. Upon completion of the course requirements the faculty will submit the earned grade. Failure by the student to meet with the faculty and complete the requirements in one week from the last day of the term will result in the grade of “F” being converted to a grade of “W.”

Any student with a grade of “F” or “W” will be required to register and retake that course in its entirety when the course is regularly scheduled. Any student with a grade of “F” or “W” will not be eligible to register for courses for which that course is a prerequisite.

R Students may repeat a course at any grade level below “A”. The first repeat will replace the first-time grade for the computation of the QPR.

TCR This indicates transfer credit granted for equivalent work completed at another accredited institution.

W Withdrawal grades are assigned based on the following policy statements:

1. If the student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student’s transcript.

2. If a student officially withdraws from a course after the end of the official withdrawal period, a grade of “W” is assigned and that course remains on the student’s transcript. Courses with a grade of “W” do not count toward the QPR and do not count toward “hours attempted.”

3. The names of students who have officially withdrawn from a course and receive the grade of “W” are so listed on the class roster for the balance of the semester.

4. Any exceptions to the above, including late withdrawals, must be approved by the Dean and the Provost before they become official and are recorded. Poor academic performance does not constitute a valid reason for late withdrawal.

Academic policies used to manage and direct the academic program are:

1. Attendance Requirements
2. Requirements for Graduation
3. Good Academic Standing
4. Academic Warning, Probation and Dismissal
5. Dismissal from the College
   (Non-Academic)

6. Withdrawal from the Program
7. Readmission to the Program

**Attendance Requirements**

Each student is expected to attend all lectures and laboratories and other activities associated with the total completion of a given course.

A student who is absent from class in excess of ten percent of the total class hours may have his or her grade reduced for lack of participation as outlined in the course syllabus. A student absent in excess of twenty percent of the total class hours will receive a grade of “F.”

**Requirements for Graduation**

In order to be eligible for graduation from the College, candidates must meet the following criteria:

1. Have successfully completed a minimum of four academic years of resident study in an accredited institution granting a first professional degree. The last 3 semesters must have been in residence at the University of Bridgeport College of Chiropractic. A student must complete at least 25% of the program to qualify for a UBCC degree and have completed all requirements within 7 years of matriculations.

2. Have successfully completed all requirements of the educational program and have achieved a 2.50 cumulative grade point average.

3. Have successfully passed parts I and II of the National Board of Chiropractic Examiners.

4. Have been recommended for graduation by the College Faculty and Administration.

5. Have satisfactorily met all financial obligations to the College, Office of Financial Aid, publication of the class yearbook and commencement exercises.

**Satisfactory Academic Progress**

Students enrolled in the UBCC Doctor of Chiropractic degree program are in good academic standing and are making satisfactory academic progress, if they have successfully achieved the following criteria upon completion of their most recent semester of course work:

1. Did not receive a grade of “F or D” in any course, and
2. Maintain a cumulative grade point average of 2.50 or better.

A student who has not achieved the above criteria is not making satisfactory academic progress and will be required to follow the criteria as outlined in the catalog regarding Academic Probation and Dismissal.

**Good Academic Standing**

Good academic standing is achieved when a student is maintaining good grades, has met all financial responsibilities to the College and is not guilty of any breach of the standards governing ethical and clinical conduct.

**ACADEMIC WARNING, PROBATION AND DISMISSAL**

Safeguards have been built into the system to protect students who are not performing well academically from suffering academic failure. During the semester, the faculty reports to the Dean on a regular basis, concerning the grades of all students in their courses. If it is noted that particular students are doing poorly, these students will be contacted to set up an interview. The interview will consist of a discussion of the causes for the student’s poor performance and ways in which he or she might improve a grade.

**ACADEMIC WARNING**

Academic warning will result when the following is taking place:

1. The most recent semester quality point ratio falls below 2.00.

**ACADEMIC PROBATION**

Academic Probation occurs when the student’s QPR falls below 2.50 or if a student receives a grade of “F or D” in one or more courses. A student on academic probation is not eligible to carry a full academic course load.

**ACADEMIC REMEDIATION**

A student on academic probation will be placed in a program of Academic Remediation. The student is required to meet with the Associate Dean of the College to determine what courses will be retaken to satisfy the requirements of Remediation. In general, academic Remediation requires a student to repeat all grades of “F or D”, carry a reduced academic load.
ACADEMIC DISMISSAL
A student who does not show substantial academic improvement after one semester of Remediation, or who is unable to achieve a QPR of 2.50 after two semester of Remediation will be dismissed from the College of Chiropractic.
Academic dismissal may also occur if a student's QPR falls below a 2.50 on a second occasion.
Any student not achieving a QPR of at least 1.75 upon completion of the first semester of study will be academically dismissed from the College of Chiropractic.

DISMISSAL FROM THE COLLEGE
Academic inadequacies are not the only reasons for dismissal from the College or University. The following is a list of additional causes for dismissal:
1. Failure to meet the generally accepted standards of ethical conduct and clinical practice. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
2. Pleading guilty or "nolo contendere," or being found guilty of any crime involving moral turpitude or being felonious in nature.
3. Repeated violation of public policy, or the demonstration of behavior that creates safety hazards and/or disrupts the order of the institution. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
4. Failure to meet financial obligations or commitments to the College or University.

WITHDRAWAL FROM THE PROGRAM
If a student withdraws from University of Bridgeport College of Chiropractic in good standing he or she is eligible for readmission. A student who withdraws when not in good academic standing or, who leaves without officially withdrawing, seriously jeopardizes his or her chances of future readmission.
If a student withdraws with plans to re-enter at a later date, he or she should make this clear at the time of withdrawal.
All requirements for the doctoral degree must be completed within seven years from the first matriculation to graduation. If a student withdraws one or more times from the program, the cumulative absences must not exceed three and one half years.

READMISSION TO THE PROGRAM
To be readmitted to the program after withdrawal, a student must write to the Associate Dean for Academic Affairs requesting readmission and indicate the date of re-entry desired. It is important to do this well in advance of such a date.

Minimum Requirements for Admission
The University of Bridgeport College of Chiropractic does not discriminate on the basis of sex, age, color, creed, ethnic origin or handicap in the administration of its education programs or on admissions.
All candidates for admission must furnish proof of having acquired three years (90 acceptable semester hours or more) of study, creditable towards a baccalaureate degree, taken in accredited, degree-granting institutions. Pre-professional education acquired must have been completed with a minimum cumulative Quality Point Ratio of 2.50 on a 4.00 scale. A baccalaureate degree is recommended.
All candidates must have completed the following specific courses as part of their pre-professional preparation:
- Communication/Language Skills
  - 6 Semester Hours
- Psychology
  - 3 Semester Hours
- Chemistry: General and Organic (w/ Lab)
  - 12 Semester Hours
    - General: 3 semester hours minimum
    - Organic: 9 semester hours minimum
- Electives (Social Sciences/Humanities)
  - 15 Semester Hours
- General Bio/Anat & Phys (w/ Lab)
  - 8 Semester Hours (2 consecutive courses)
- General Physics (w/ Lab) and related Studies
  - 8 Semester Hours
All bio/anat & phys, chemistry and physics courses must:
- Be courses suitable for students majoring in sciences.
- Consist of a first semester and second semester course in each subject.
- Be passed with a grade of "C" (2.00 on a 4.00 scale) or better. Cumulative science quality point ratio must be 2.25 or better.

- Have a related laboratory.
For Admission beginning with the fall 2003, all matriculants must furnish proof of having earned a minimum of 30 semester hours in upper division credits.
A personal interview is required. Under extenuating circumstances a telephone interview will be granted.
Applicants must understand that possession of minimum entrance requirements does not constitute a guarantee of acceptance. Each entering class is selected from a large pool of eligible candidates, a majority of whom have completed four-year degrees. Those students selected for acceptance usually have obtained grades which are substantially higher than the minimum requirement.

Physical Qualifications for Admissions
The following physical qualifications are required for participation in the doctoral degree program at the UB College of Chiropractic. These qualifications are essential for the preparation of the Doctor of Chiropractic. Students at the College must be able to perform at a high level of competency in all phases of classroom, clinic, and laboratory activities as they will ultimately use the knowledge attained as Doctors of Chiropractic.
The qualifications are as follows:
1. The student must possess the coordination and use of both upper limbs as their use is required for, among other skills, the performance of the chiropractic adjustment, the primary skill of a practicing Doctor of Chiropractic.
2. The student must possess manual dexterity so that he/she may perform in the various clinical, chiropractic, and basic science laboratories without posing a threat to him/herself, patients, or his/her fellow students’ safety and well-being.
3. The student must have the ability to stand not only in the performance of manipulative procedures but others as well.
4. The student must have hearing and visual senses, appropriately assisted if needed, acute enough to individually record patient histories, to provide routine safety instructions, and perform stethoscopic and other auscultatory examinations, to read all forms of diagnostic imaging, and to perform microscopy examinations so that
he/she can adequately interpret normal, abnormal, and pathological changes.

Handicapped persons will not be summarily denied admission, nor will higher scholastic requirements be demanded of them. They, like all other students, must carry out classroom, laboratory, and clinical assignments, including microscopic work, x-ray interpretation and techniques, or the equivalent; pass written, oral, and practical examinations and meet all the requirements of the College.

Cancellation of Admission or Registration

The college reserves the right to cancel the admission or registration of individuals whose attendance at the college, in the opinion of the appropriate administrative officers and dean, is not mutually beneficial to that person and to the institution.

Individuals who have registered at other educational institutions may not disregard such records and make application on the basis of incomplete or fraudulent credits earned following such admissions; and

future registration at the college prohibited.

Pre-Professional Requirements for Licensure

It is most important that all candidates for admission thoroughly investigate the specific requirements of each state in which they plan to practice. In some cases, pre-professional requirements must be completed prior to entrance into a chiropractic program in order to be qualified to apply for a state licensing examination.

International Applicants

International Applicants must make an Application for International Students as well as an Application to the College of Chiropractic.

Applicants who have done pre-professional study in foreign countries must submit official copies of the records of such study as well as translations if the original records are not in English. Usually, these records must be evaluated by an appropriate professional agency. Any fees charged by such an agency are the responsibility of the student. Following submission of these documents to UBCC, the Director of Admissions will make contact with the prospective student.

If the applicant is a native of a foreign country, he or she must demonstrate proficiency in English at a level appropriate for advanced study. At a minimum proficiency can be demonstrated in one of the ways listed below:

1. A score of 550 or better on the Test of English as a Foreign Language (TOEFL) AND a score of 50 or better on the Test of Spoken English (TSE). Information on the TOEFL/TSE can be obtained from TOEFL P.O. Box 6151, Princeton, NJ 08541-6151, USA or;
2. Receipt of a grade “C” or better in one semester of English at an accredited U.S. college or university or;
3. A letter showing successful completion of the University of Bridgeport’s English Language Institute.

Application Procedures

Application for admission must include:
1. A properly completed Application for Admission form.
2. Application Fee.

The applicant must provide the following to the Director of Admissions:
1. Official transcripts of all college records.
2. Three letters of recommendation, one must be from a health care professional.

Selection of Candidates

The University of Bridgeport College of Chiropractic is coeducational and does not discriminate against any applicant on the basis of sex, race, creed, color or national origin. (Title VI, Civil Rights Act 1964)

All eligible finalists are invited for a personal interview before any action is taken upon their application.

Among the qualities typical of most successful candidates for admission, the following are especially important:
1. Superior communication skills, both oral and written.
2. Evidence of strong motivation to becoming a helping professional and, more specifically, a chiropractor.
3. Initiative and honesty as evidenced in the candidates’ transactions within the application process and in all information submitted in support of the application.
4. Academic achievement which compares favorably with that of successful students at the University of Bridgeport College of Chiropractic.

Application Deadlines

Applications for admission may be submitted at any time.

NOTIFICATION OF ACCEPTANCE

Applicants will be notified in writing of the decision of the Admissions Committee as soon as a decision is made.

Transfer Students

Transfer Credit

The University of Bridgeport College of Chiropractic may grant transfer credit for courses taken in accredited professional and graduate schools. In doing so, the following requirements must be met:
1. The courses taken must have content equivalent to courses given at UBCC. If the UBCC course contains a laboratory, must the course being considered for transfer.
2. A course being considered for transfer must have credits and hours equivalent to or greater than the same course at UBCC.
3. Any course to be transferred must have been passed with a grade of C or better. (2.0 on a 4.0 scale.)
4. A transferred course carries credit equal to the UBCC course for which credit is granted. The original grade earned is not transferred and does not affect the student’s QPR at UBCC.
5. In order to obtain transfer credit the student must have been granted an honorable withdrawal from the professional or graduate school attended. An overall Grade Point Average (GPA) of a 2.50 (on a 4.0 scale) or higher must be achieved in order to be considered for transfer status or advanced standing.

It is important to note that all transfer students must meet the entry level prerequisite requirements for first semester students re-
College of Chiropractic

gardless of having been accepted to the institution from which they are transferring. In many cases, UBCC’s requirements are higher than those for other chiropractic and professional schools.

Prospective transfer students should note that an admissions application to UBCC is needed in order to begin a review for transfer credit. Students wishing to transfer must provide the Admissions Committee with an official transcript and a catalog from the chiropractic, professional or graduate school/s from which they are transferring, as well as a syllabus from each course for which the student is requesting transfer credit.

**Advanced Standing**

Students who are accepted as transfer students may receive advanced standing if a substantial number of semester hours have been accepted by UBCC. This could possibly enable the student to complete the D.C. program in less than 8 semesters. Transfer credit may be granted either with or without advanced standing. Effective Fall 2005, The University of Bridgeport College of Chiropractic will grant no more than a maximum of 20% of advanced standing credit/hours towards our curriculum. A transfer student is eligible to receive no more than 42 transfer credits. Potential transfer students should be aware that in most cases they would have to complete approximately, 3 to 3 1/2 years at UBCC if accepted. If advanced standing is granted:

1. A special curriculum schedule will be made up for the student based on semester hours transferred and course availability.
2. Tuition will be calculated based on the number of credits being taken per semester multiplied by the single credit fee (if less than 14 credits per semester) at the time of the student’s attendance.

If advanced standing is not granted, but some semester hours are transferable, the student will be admitted to the first semester and will be exempt from courses for which transfer credit was granted.
College of Naturopathic Medicine

Dean: Marcia Prenguber, N.D., FABNO
Health Sciences Center
60 Lafayette Street
Telephone: (203) 576-4110
Fax: (203) 576-4107
E-mail: mprengub@bridgeport.edu

Associate Dean of Academic Affairs: Stephanie Draus, N.D.
Health Sciences Center
Telephone: (203) 576-4119
E-mail: sdraus@bridgeport.edu

Associate Dean for Clinical Education: José Mahfoud, M.D., N.D.
Health Sciences Center
Telephone: (203) 576-4109
E-mail: jmahfoud@bridgeport.edu

Clinic Coordinator: Jennifer Holdorf, N.D.
Health Sciences Center
Telephone: (203) 576-3450
E-mail: jholdorf@bridgeport.edu

Dispensary Manager: Louise Napoli, N.D.
Health Sciences Center
Telephone: (203) 576-4298
E-mail: lnapoli@bridgeport.edu

Assistant to the Dean: Kim Billups
Health Sciences Center
Telephone: (203) 576-4112
E-mail: kbillups@bridgeport.edu

Academic Coordinator: Pamela Adelman
Health Sciences Center
Telephone: (203) 576-4132
E-mail: padelman@bridgeport.edu

Faculty: J. Furlong, E. Herschberger, M. Hubsher, M. Mattie, L. Napoli, A. Ross, K. Sanders, D. Terfler, E. Zampieron

Naturopathic medicine is a distinct profession of primary health care that emphasizes prevention and treatment of disease, and promotion of optimal health and wellness through the use of natural therapies that enhance the inherent healing wisdom of nature. Rooted in tradition, naturopathic physicians utilize clinical nutrition, botanical medicine, homeopathy, physical medicine, and other natural modalities to help patients thrive. Most naturopathic physicians are in private practice, though opportunities in group and integrative practice settings, research, and education are rapidly growing. The University of Bridgeport, College of Naturopathic Medicine (UBCNM) trains students to a broad scope of practice, to prepare students to practice across North America. Students are responsible for being informed of licensure requirements and scope of practice in the legal jurisdiction in which they plan to practice.

Degree
Doctor of Naturopathic Medicine (N.D.)

Recognition and Memberships
UBCNM is approved to offer the degree of Doctor of Naturopathic Medicine by the Connecticut State Department of Higher Education. The College of Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME). Contact information for the CNME is P.O. Box 178, Great Barrington, MA 01230, telephone: 413-528-8877, and email: staff@cnme.org. The University of Bridgeport is accredited by the Council on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). UBCNM is an institutional member of the Association of Accredited Naturopathic Medical Colleges (AANMC).

College of Naturopathic Medicine Mission Statement
Rooted in naturopathic philosophy, our goal is to train students to become physicians who are experts in individualized patient-centered care that focuses on disease prevention and optimization of health throughout the lifespan.

Program Competencies
Prior to graduation from the College of Naturopathic Medicine students are required to meet the standards of knowledge, behaviors and practices associated with competency development in naturopathic medicine. These competencies have been established to confirm that graduates from UBCNM possess the knowledge, values, technical ability, clinical reasoning and communication skills needed to practice medicine safely and effectively. Additionally, it is expected that as medical professionals our graduates will integrate reflection, research and professional development into their medical practices. Competencies include:

1. Patient Care
   • Gather complete, relevant patient information
   • Document encounters including reporting of information and development of an assessment and plan efficiently and accurately.
   • Apply clinical reasoning to patient management
   • Utilize principles of Naturopathic Medicine in assessment and treatment
   • Adhere to the therapeutic order in the context of patient management
   • Apply universal precautions accurately and effectively

2. Communication
   • Maintain cultural awareness and sensitivity
   • Articulate clearly and responsibly in verbal, non-verbal and written forms
   • Employ active listening
   • Choose effective communication tools and techniques including communication technologies to facilitate discussion and enhanced team function

3. Interpersonal Skills
   • Interact effectively and collaboratively within patient care, public and professional settings
   • Respond appropriately to verbal and non-verbal cues
   • Use respectful language in all interactions, including challenging situations and conflicts

4. Medical Knowledge
   • Demonstrate an understanding of established and evolving knowledge of the biomedical and clinical sciences
   • Apply comprehensive understanding of medical knowledge to patient care
   • Employ principles of public health, prevention, and wellness in case management
   • Demonstrate curiosity, objectivity and the use of clinical reasoning in the acquisition of knowledge

5. Professionalism
   • Form doctor-patient relationships that are patient-centered
   • Demonstrate commitment to the profession in a variety of settings, including but not limited to clinical, educational and public environments
   • Practice ethical behavior that is honest, moral and responsible
   • Adhere to institutional and professional standards for personal, patient and public safety

6. Values
   • Display a commitment to naturopathic principles and philosophy
   • Demonstrate reflective practice that incorporates self-care
   • Respond to needs of patients and society while
Naturopathic Principles and Practice

The American Association of Naturopathic Physicians has adopted the following official definition of Naturopathic Medicine, its principles and practice:

Naturopathic medicine is a distinct system of primary healthcare — an art, science, philosophy, and practice of diagnosis, treatment, and prevention of illness. Naturopathic medicine is distinguished by the principles upon which its practice is based. The principles are continually reexamined in the light of scientific advances. The techniques of naturopathic medicine include modern and traditional, scientific and empirical methods. The following principles are the foundation of naturopathic medical practice:

The Healing Power of Nature (vis medicatrix naturae): Naturopathic medicine recognizes an inherent self-healing process in the person which is ordered and intelligent. Naturopathic physicians act to identify and remove obstacles to healing and recovery, and to facilitate and augment this inherent self-healing process.

Identify and Treat the Causes (tolle causam): The naturopathic physician seeks to identify and remove the underlying causes of illness, rather than to merely eliminate or suppress symptoms.

First Do No Harm (primum non nocere): Naturopathic physicians follow three guidelines to avoid harming a patient:

- Utilize methods and medicinal substances which minimize the risk of harmful side effects, using the least force necessary to diagnose and treat;
- Avoid when possible the harmful suppression of symptoms;
- Acknowledge, respect, and work with the individual's self-healing process.

Doctor as Teacher (docere): Naturopathic physicians educate their patients and empower them to take responsibility for their health. They also recognize and employ the therapeutic potential of the doctor-patient relationship.

Treat the Whole Person: Naturopathic physicians treat each patient by taking into account individual physical, mental, emotional, genetic, environmental, social, and other factors. Since total health also includes spiritual health, naturopathic physicians encourage individuals to pursue their personal spiritual development.

Prevention: Naturopathic physicians emphasize the prevention of disease — assessing risk factors, heredity, and susceptibility to disease and making appropriate interventions in partnership with their patients to prevent illness. Naturopathic medicine is committed to the creation of a healthy world in which humanity may thrive.

PRACTICE

Naturopathic Methods: Naturopathic medicine is defined by its principles. Diagnostic methods, treatments, and modalities are selected and applied based upon these principles in relationship to the unique individual needs of each patient.

Naturopathic Practice: Naturopathic practice includes the following diagnostic and therapeutic modalities: clinical nutrition; botanical medicine; naturopathic physical medicine including naturopathic manipulative therapy; public health measures and hygiene; health counseling; minor surgery; homeopathy; acupuncture; naturopathic obstetrics (natural childbirth); and laboratory assessment, diagnostic imaging, and clinical diagnosis.

Curriculum

The academic and clinical curriculum at UBC-NM is an intensive four-year, full-time program that provides students with a foundation in the knowledge and skills essential to the practice of naturopathic medicine. This doctoral degree prepares students for the Naturopathic Physicians Licensing Exam (NPLEX), required for state and provincial licensing exams, and for the general practice of naturopathic medicine.

The curriculum, instruction, and clinical experiences are designed to prepare graduates to be competent physicians offering comprehensive healthcare using traditional and up-to-date methods and modalities in accordance with the principles of Naturopathic Medicine. The first year of the program is devoted to biomedical sciences and naturopathic philosophy. The second year of training is focused on clinical sciences and the beginning of coursework in therapeutic modalities. The last two years focus on naturopathic case management related to organ systems, special populations (e.g., pediatrics and geriatrics), and advanced study of therapeutic modalities.

Clinical training begins during the second year of study, through observation of patient care. During the 3rd year of training, students provide a supportive role in patient care at the on-campus UB Clinics and off-site community clinics in the surrounding area, under the supervision and direction of naturopathic physicians and other licensed physicians. To be eligible for clinical education training and credit, students must be in good academic standing, successfully complete required courses in Semesters I through IV, pass the Clinic Entrance Exam, and have current CPR certification.

The course of study consists of four academic years each consisting of two 18-week semesters, as well as some summer and holiday clinic shifts.

COURSE IDENTIFICATION

All UBCNM courses are identified with the letter “N” as the first letter in the course description, e.g., NBS 511 Anatomy I.

Course identification is as follows:

- NBS Basic Sciences
- NBM Botanical Medicine
- NNT Clinical Nutrition
- NCS Clinical Sciences
- NHM Homeopathic Medicine
- NNP Naturopathic Practice/Organ System
- NPP Naturopathic Principles and Practice
- NTCM Naturopathic Traditional Chinese Medicine
- NPM Physical Medicine
- NPS Psychology
- NRS Research
- NCE Clinical Education

As a general rule, the course numbering system is as follows:

500 level — courses offered in year one
600 level — courses offered in year two
700 level — courses offered in year three
800 level — courses offered in year four

The second digit identifies the semester the course is given in that academic year. The third digit indicates the number of the course in that sequence, e.g., BS 525 = BS - Basic Science, and 5 - year one.

Semester Based Curriculum

YEAR 1

SEMESTER I

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE IDENTIFICATION</th>
<th>LECT</th>
<th>LAB</th>
<th>CR.</th>
<th>SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBS 511</td>
<td>Botanical Pharmacy Lab</td>
<td>0</td>
<td>1</td>
<td>0.5</td>
<td>18</td>
</tr>
<tr>
<td>NBS 511</td>
<td>Anatomy I</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>72</td>
</tr>
<tr>
<td>NBS 511L</td>
<td>Anatomy Lab I</td>
<td>0</td>
<td>3</td>
<td>1.5</td>
<td>54</td>
</tr>
<tr>
<td>NBS 512</td>
<td>Histology</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>NBS 513</td>
<td>Embryology</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>NBS 514</td>
<td>Biochemistry I</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>NBS 515</td>
<td>Physiology I</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>NBS 529</td>
<td>Biomedical Integration Lab</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>36</td>
</tr>
</tbody>
</table>
### College of Naturopathic Medicine

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Number</th>
<th>CR.</th>
<th>LECT</th>
<th>LAB</th>
<th>SEM.</th>
<th>SEMESTER</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTCM 521</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCS 512</td>
<td>0</td>
<td>1</td>
<td>0.5</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPP 511</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPP 512</td>
<td>2.5</td>
<td>0</td>
<td>2.5</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPS 501</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16.5</td>
<td>8</td>
<td>20.5</td>
<td>441</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SEMESTER II

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>CR.</th>
<th>SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPM 621</td>
<td>Orthopedic Assessment</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>36</td>
</tr>
<tr>
<td>NNT 611</td>
<td>Nutrition I</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>NCS 619</td>
<td>Intro to Diagnostic Imaging</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>NBS 527</td>
<td>Microbiology I</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
</tr>
<tr>
<td>NCS 550</td>
<td>Biomedical Integration Lab II</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>NPM 522</td>
<td>Living Anatomy: Palpation Lab</td>
<td>0</td>
<td>1.5</td>
<td>0.75</td>
<td>27</td>
</tr>
<tr>
<td>NPM 523</td>
<td>Hydrotherapy</td>
<td>1.5</td>
<td>1.75</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NPS 511</td>
<td>Physician Self-Care</td>
<td>0</td>
<td>1</td>
<td>0.5</td>
<td>18</td>
</tr>
<tr>
<td>NRS 511</td>
<td>Research</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>10</td>
<td>20</td>
<td>504</td>
<td></td>
</tr>
</tbody>
</table>

### YEAR 3

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Number</th>
<th>LECT</th>
<th>LAB</th>
<th>CR.</th>
<th>SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPP 821</td>
<td>Jurisprudence</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td>NPP 822</td>
<td>Practice Management II</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>NPS 713</td>
<td>Mind-Body Medicine</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>20</td>
<td>528</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grand Totals

| TOTAL | 4674 |

---

### Elective Courses

Elective courses are offered to allow specialization and/or certification in various areas of naturopathic practice. Some, but not all, licensing jurisdictions require a specific minimum number of didactic hours for the practice of these specialties. Currently, the following courses are offered as electives by the college:

- NNP 712 Generative Medicine I
- NNP 828 Generative Medicine II
- NCE 821 Practicum in IV Therapy
- NHM 821 Homeopathy IV
- NTCM xxx TCM III
- NTCM xxx TCM IV

### Grades

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4)-point scale with an “A” or 4 quality points being the highest grade attained.

### Grade Quality Points

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The cumulative quality point ratio (QPR) is determined by dividing the number of semester...
ter hours into the number of points earned. Transfer credits are not included in this computation. Clinic Grades are: Satisfactory (S) or Failure (F).
Refer to the UBCNM Student Handbook for policies regarding a grade of “F”.

**Administrative Grades**

In addition to the Academic Grades submitted by faculty, the following Administrative Grades are also utilized: I (Incomplete), TCR (Transfer Credit), and W (Withdrawal).

I: The grade of Incomplete (I) may be requested by a student and is used by the faculty, with the prior approval of the Associate Dean, to indicate that a student has not completed all course requirements for approved reasons. These include documented medical emergencies of the student or immediate family member.

To be eligible for an Incomplete, a student must have attended a minimum of 75% of the course hours. The faculty member and the Associate Dean may approve the student's request for an Incomplete. Upon approval, the faculty member will determine the time granted to complete the course requirements. Once the student has completed course requirements within the approved time frame, the faculty member will submit the earned grade. If the requirements are not completed within the approved time frame, the course grade will be converted from an “I” to an “F”.

Any student with a grade of “F” or “W” will not be eligible to register for courses for which that course is a prerequisite without approval by the Associate Dean of Academic Affairs.

TCR: Transfer credit granted for equivalent graduate work completed at another accredited institution.

W: Withdrawal grades are assigned on the following policy statements:

- If a student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student's transcript.
- If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of “W” is assigned and that course remains on the student's transcript. Courses with a grade of “W” do not count toward the QPR.
- The names of students who have officially withdrawn from a course and receive the grade of “W” are so listed on the class roster for the balance of the semester.
- Any exceptions must be approved by the Associate Dean of Academic Affairs.

**Academic Policies**

See the UBCNM Student Handbook for the most current and complete description of College policies and procedures.

**ATTENDANCE REQUIREMENTS**

Each student is expected to attend all lectures and laboratories and other activities associated with the total completion of a given course. Certain courses are offered on evenings and weekends.

A detailed description of the attendance policy can be found in each course syllabus.

**REQUIREMENTS FOR GRADUATION**

In order to be eligible for graduation from UBCNM, candidates must:

1. Complete all requirements of the educational program with a minimum 2.50 cumulative grade point average.
2. Receive a recommendation for graduation by the UBCNM Faculty and Administration.
3. Fulfill financial obligations to the College and University Office of Financial Aid.
4. Complete, at a minimum, the last three semesters in residence at UBCNM.

All requirements for the doctoral degree must be completed within seven years from the first matriculation to graduation.

**SATISFACTORY ACADEMIC PROGRESS**

A student is considered to be meeting satisfactory academic progress by maintaining a QPR of 2.5 or greater with no outstanding grade of “F”. Good academic standing is achieved when a student maintains a GPA of 2.5, has met all financial responsibilities to the College, and is free of any breach of the standards governing ethical and clinical conduct.

**Academic Probation, Remediation, and Dismissal**

**ACADEMIC PROBATION**

Academic probation occurs when the student's GPA or QPR falls below 2.50, or the student has a grade of “F” in one or more courses. A student who is on Academic Probation is not in good academic standing, and may not be allowed to carry a full academic course load. In addition, a student on Academic Probation may not be allowed to participate in the UBCNM clinic, outreach clinic sites, preceptorships, or any activities associated with clinical education. A student on Academic Probation must meet with the Associate Dean of Academic Affairs to create a plan for successful completion of the program.

**ACADEMIC DISMISSAL**

A student who, after one semester of Academic Probation, does not show substantial improvement in his or her academic performance may be subject to dismissal from the program. Additionally, Academic Dismissal may occur if a student is placed on Academic Probation for a second time, for any reason. A student whose GPA falls below 2.0 at any time may be subject to dismissal from the program. Any student who is subject to dismissal may appeal to the Dean (see Appeals and Disciplinary Action).

**NON-ACADEMIC DISMISSAL FROM THE COLLEGE**

Naturopathic medical students are expected to demonstrate ethical and professional behavior at all times. The following incidents may be cause for dismissal from the program:

1. Failure to meet the generally accepted standards of professional conduct and clinical practice. Dismissal of this nature is subject to a review of a committee of peers, faculty, and administration.
2. Pleading guilty or “no contest,” or being found guilty of any crime involving moral turpitude or being felonious in nature.
3. Repeated violation of public policy, or the demonstration of behavior that creates safety hazards and/or disrupts the order of the institution.
4. Failure to meet financial obligations or commitments to the College.

See the College Student Handbook for a complete description of policies and procedures for Non-Academic Dismissal.
LEAVE OF ABSENCE AND WITHDRAWAL FROM THE PROGRAM

If a student requests a Leave of Absence (LOA) from UBCNM, and is in good academic and financial standing with the College, s/he is eligible for readmission for up to one year from the date the leave begins. After one year, the LOA expires and the student must reapply for admission to the College through the Admissions Office.

A Medical Leave requires medical documentation from a physician that states that the student must take leave to recover from illness or injury. Before returning to the program the student must provide medical clearance that allows full participation in academic and clinical activities. After one year, the student must reapply for admission to the College through the University Admissions Office.

A student who withdraws from the University must reapply for admission to the College in order to be readmitted to the program. If a student fails to register for a semester without applying for an official LOA at any time before completion of the naturopathic program, s/he is considered to have withdrawn from the program.

If a student takes leave one or more times from the program, the cumulative absences must not exceed three years.

LOA or Withdrawal requires the student to complete all required paperwork from the University’s Registrar and Financial Aid Office.

READMISSION TO THE PROGRAM

A student on Leave of Absence from UBCNM who intends to return to the program must notify the Dean in writing and reapply for admission through the University’s Admissions Office at least one month before the beginning of the semester of anticipated return.

Minimum Requirements for Admission

The admission requirements for the Doctor of Naturopathic Medicine degree program at the University of Bridgeport are:

Candidates for admission to the naturopathic medical degree program must have:

- A baccalaureate degree from an accredited, degree-granting institution.
- GPA of 3.0 or greater for both the overall and science-based prerequisites.
- Courses must be suitable for students majoring in sciences

- Completed the following prerequisite courses:
  - General Biology (with labs) 6 semester hours
  - General Chemistry (with labs) 6 semester hours
  - Organic Chemistry (with labs) 6 semester hours
  - General Physics (with lab) 3 semester hours
  - Communication/Language Skills 6 semester hours
  - Psychology 3 semester hours
  - Social Science/Humanities 15 semester hours

  All courses must have been taken within seven years of matriculation.

The following courses are strongly recommended for entry into the naturopathic program: Biochemistry, Microbiology, Anatomy, Physiology, Genetics, Statistics, Botany, Developmental Psychology, Expository Writing, and Medical Terminology.

Application Procedures and Admissions

UBCNM is coeducational and does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, ancestry, or national or ethnic origin.

Application for admission includes:

- Completed Application for Admission
- Application fee
- Official transcripts from each college attended.
- Three letters of recommendation, one of which is from a health care professional
- A 500-750 word personal statement

Upon receipt of required documentation, the applicant may be invited for an interview with college representatives. A background check is required for all accepted students prior to matriculation.

Applications may be submitted at any time. Only advanced placement and/or transfer students may be accepted for the Spring term.

Among the qualities typical of most successful candidates for admission, the following are especially important:

1. Strong communication skills, both oral and written.

2. Knowledge of and passion for the naturopathic medical career.

3. Initiative and integrity.

Required Skills and Abilities

Applicants to UBCNM must possess the intellectual, physical, and emotional means required to independently undertake the full curriculum, meet the levels of competency established by the faculty, and embark on a successful career in naturopathic medicine.

All candidates must be able to demonstrate and perform the following skills and abilities independently. Admitted students with specific needs have access to the Coordinator of Disability Service, who collaborates with administrative staff and faculty to provide reasonable accommodations for courses and examinations.

Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences, and to observe a patient accurately at a distance and close at hand.

Communication: A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to demonstrate effective and sensitive communication with patients, as well as effective and efficient oral and written English with all members of the health care team.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests, re-position a patient, and conduct diagnostic and therapeutic procedures required for providing general patient care.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: A candidate must demonstrate critical thinking, sound judgment, analysis, reasoning, and synthesis, essential to the problem-solving skills demanded of physicians. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes: A candidate must possess the emotional maturity and stability required for full utilization of her/his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and
care of patients, and the development of mature, sensitive, and effective relationships with patients, instructors, and peers. A candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational processes. Adapted from American Association of Medical Colleges guidelines.

International Applicants

International applicants must complete an Application for International Students. Applicants who have done pre-professional study in foreign countries must submit official copies of course-by-course evaluated transcripts from a service (i.e., WES or ECE)... Any fees charged by such an agency are the responsibility of the student.

English as a Second Language

A candidate whose native language is not English will be required to demonstrate adequate proficiency in both oral and written English sufficient to succeed in the classroom and clinical settings.

- Official TOEFL exam results of 213 on the computer-based test or 550 on the paper-based test or 79 on the Internet-based test (iBT) score. www.ets.org/toefl
- TSE (test of spoken English) with a score of 50 or greater. (Only students with paper-based or computer-based TOEFL exam scores will be required to complete this test). www.ets.org/tse
- Official IELTS exam results of 6.5 or higher. www.ielts.org
- Completion of a baccalaureate degree taught in English from an accredited US college or university may replace other language proficiency requirements.
- Admitted students whose first language is not English may also be required to take additional elective credits and/or training to improve their language skills.

Transfer Credit

Students wishing to transfer must provide the Admissions Committee with official transcripts from all undergraduate and graduate schools attended, as well as from the naturopathic, professional or graduate school from which they are transferring. Catalogs and syllabi may be requested as needed to review the materials. The Admission Committee may request a letter from the Dean of the College indicating the student is leaving in good academic standing. Note that all transfer students must meet the entry-level prerequisites for first semester students regardless of having been accepted to the institution from which they are transferring.

UBCNM may grant transfer credit for courses taken in accredited professional and graduate schools, with the following requirements:

1. Courses must have content equivalent to courses given at UBCNM, including laboratory work.
2. A course must have credits and hours equivalent to or greater than the same course at UBCNM.
3. Any course must have been passed with a grade of “B” or better (3.00 on a 4.00 scale.)

The original grade earned is not transferred and does not affect the student’s QPR at UBCNM.

Advanced Standing

Candidates for the College of Naturopathic Medicine who have a substantial amount of doctoral level health sciences credit may be eligible for advanced standing. This will generally be limited to allopathic, chiropractic, or osteopathic physicians, or to students transferring from the allopathic, chiropractic, naturopathic or osteopathic programs. Candidates for advanced standing must meet the same admission requirements as entering first year students, must have left their previous program in good academic standing, and must be in good standing in their profession (if applicable). The records of these candidates will be evaluated for transfer credit according to the guidelines listed above and a preliminary plan for completing the program will be presented at the time of acceptance.

Students accepted with advanced standing must complete all of the course requirements for the naturopathic medical degree, either through transfer, or completion of the courses. Advanced standing students are required to be in residence at UBCNM for a minimum of three semesters, and complete the majority of clinical education requirements at UBCNM. Each incoming advanced-standing student will be evaluated individually for transfer credit and course requirements.

Students with advanced standing are responsible for all UBCNM graduation requirements.

Computer Literacy

A candidate for admission to the College should have access to a reliable computer and be proficient with computer use. The UBCNM Clinic utilizes an electronic medical record system, which requires all student clinicians and supervising physicians to document patient chart notes electronically.

Cancellation of Admission or Registration

The College reserves the right to cancel the admission or registration of individuals whose attendance at the College, in the opinion of the University administration, is not mutually beneficial to that person and to the institution. Applicants who gain admission to the College on the basis of incomplete or fraudulent credentials or misrepresentations in their application for admission may have their:

- Admission and registration cancelled without refund of any fees.
- Total credits rescinded that have been earned following such admissions.
- Future registration at the College prohibited.

Licensing and Professional Societies

As of May 2017, Doctors of Naturopathic Medicine are licensed or registered in 19 states: Alaska, Arizona, California, Connecticut, Colorado, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, Oregon, Pennsylvania, Utah, Vermont and Washington, as well as the District of Columbia, the U.S. Territories of Puerto Rico and the U.S. Virgin Islands, and 5 Canadian Provinces. Several other jurisdictions have regulatory laws under consideration. For an up-to-date list, please see the American Association of Naturopathic Physicians (AANP) website at www.naturopathic.org.

Graduates of accredited naturopathic colleges must pass both parts of NPLEX to be eligible for licensure.

For specific professional requirements for licensing, candidates should contact the appropriate licensing authority in the jurisdiction in which they wish to practice. Most states and provinces have a professional naturopathic association. The American Association of Na-
The College of Naturopathic Medicine provides education for naturopathic physicians in the United States. The national professional association for naturopathic medicine is the Canadian Association of Naturopathic Doctors (CAND). For further information, visit www.naturopathicassoc.ca.

**Information Subject to Change**

UBCNM provides the following information for the purpose of providing students, applicants, and the public with information about the educational programs and policies of the College. This information does not constitute a contract. The College reserves the right to make changes in the program, policies, tuition, fees, schedules, and any other content at any time without prior notice.

**COMBINED DEGREE PROGRAMS**

Combined degree programs in association with the College of Naturopathic Medicine have been established to allow students to pursue degrees in other areas while working toward the Doctor of Naturopathic Medicine degree. The combined degree programs are: ND/MS in Acupuncture; ND/MS in Nutrition.

**COMBINED ND/MS ACUPUNCTURE**

Students who have completed the second semester of naturopathic medical studies in good academic standing, and with no outstanding grade of “F”, may be considered for recommendation by the Dean of the College of Naturopathic Medicine for entry into the Master’s Program in Acupuncture with advanced standing. Students admitted into the Acupuncture Program will receive credit for completed UBCNM coursework in anatomy, physiology, pathology, and other basic medical sciences. They may receive credit for Traditional Chinese Medicine (TCM) and any acupuncture electives taken through the naturopathic program. Generally, naturopathic students receive credit from their course of studies and must complete additional credits in acupuncture. Students taking coursework in the MS/Acupuncture program will incur additional fees.

**JOINT ND/MS-ACUPUNCTURE 5-YEAR OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER THREE</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD 511</td>
<td>TCM History/Philosophy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMR 511</td>
<td>Tai Ji Quan I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AWB 520</td>
<td>Clinic Procedures</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER FOUR</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR 522</td>
<td>Tai Ji Quan 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER BETWEEN SEMESTER FOUR AND FIVE</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APT 511</td>
<td>Point Location 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>APT 512</td>
<td>Meridian Theory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>APT 523</td>
<td>Point Location 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AWB 521</td>
<td>TCM Safe Practices</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>7.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER FIVE</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APT 614</td>
<td>Acupuncture Techniques 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMR 613</td>
<td>Qi Gong 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACS 711</td>
<td>Preceptorship 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER SIX</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATD 524</td>
<td>TCM Diagnosis 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 526</td>
<td>Seminar 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMR 624</td>
<td>Qi Gong 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>APT 625</td>
<td>Acupuncture Techniques 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER BETWEEN SEMESTER FOUR AND FIVE</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APT 637</td>
<td>Japanese Acup Techniques</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMR 627</td>
<td>Tuina 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 729</td>
<td>Acupuncture Gynecology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER SEVEN</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM 613</td>
<td>TCM Dietetics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 617</td>
<td>Seminar 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMR 715</td>
<td>Tuina 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACS 722</td>
<td>Preceptorship 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AHM 612</td>
<td>Intro Chin Herbal Remedies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER EIGHT</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR 726</td>
<td>Tuina 3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ATD 727</td>
<td>Case Studies 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AHM 713</td>
<td>Patent Remedies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER FOLLOWING ND GRADUATION</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 631</td>
<td>Clinical Education 1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ATD 711</td>
<td>TCM Differential Diagnosis &amp; Pathomechanisms</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 728</td>
<td>Case Studies 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL FOLLOWING ND GRADUATION</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 712</td>
<td>Clinical Education 2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ATD 715</td>
<td>TCM Internal Medicine</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 618</td>
<td>Seminar 3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING FOLLOWING ND GRADUATION</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 723</td>
<td>Clinical Education 3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>APT 718</td>
<td>Pediatric Acupuncture</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ATD 717</td>
<td>Advanced Pulse/Tongue Dx</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>APT 626</td>
<td>Auricular Acupuncture</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Additional Credits</td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

**COMBINED ND/MS NUTRITION**

Students who have completed the fifth semester of naturopathic studies with a 3.0 G.P.A. (QPR), and no outstanding grade of “F”, may be considered for recommendation by the Dean of the College of Naturopathic Medicine for entry into the Master’s program at an advanced level. They will enter the third semester of the Nutrition Program, and will be required to complete a total of 14 semester hours of nutrition courses. Required courses can be completed within the four years of study toward the naturopathic degree. Students taking coursework in the Nutrition program will incur additional fees. For further details contact the University of Bridgeport, Nutrition Institute.

Students in the naturopathic medical degree program will be granted transfer credits for the following nutrition courses:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>560A</td>
<td>Pathophysiologic Basis of Metabolic Diseases</td>
<td>4</td>
</tr>
<tr>
<td>560B</td>
<td>Biochemistry of Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>560C</td>
<td>Vitamins and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>560D</td>
<td>Clinical Biochemistry &amp; Advanced Assessment</td>
<td>3</td>
</tr>
<tr>
<td>560E</td>
<td>Assessment in Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>560K</td>
<td>Virtual Clinic</td>
<td>4</td>
</tr>
<tr>
<td>560M</td>
<td>Evidence Based Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>560P</td>
<td>Botanical Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Total Nutrition Credits Granted</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Required Nutrition Courses to complete the MS in Nutrition for Naturopathic students:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>560F</td>
<td>Nutritional Therapeutics</td>
<td>4</td>
</tr>
<tr>
<td>560G</td>
<td>Lifelong Healing with Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>560H</td>
<td>Developmental Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>560I</td>
<td>Functional Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Total Nutrition Credits Granted</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
Fones School of Dental Hygiene

Dean: Dr. Marcia Lorentzen  
Health Sciences Center  
60 Lafayette Street  
 Telephone: (203) 576-4138  
 Fax: (203) 576-4220  
 E-mail: marcia@bridgeport.edu

Director of Clinical Education: Laura Greco  
Health Sciences Center  
 Telephone: (203) 576-4838  
 E-mail: marcia@bridgeport.edu

Online Coordinator: Dr. Wendy Garcia  
Health Sciences Center  
 Telephone: (203) 576-4141  
 E-mail: wendyg@bridgeport.edu

Faculty: Cianciola, Garcia, Greco, Kennedy, Lorentzen, Minihan-Anderson, Paulis, Rison, Stramoski, Williams

Degree Programs
Dental Hygiene (A.S., B.S., B.S. Degree Completion, M.S.D.H.)

Description
The Fones School of Dental Hygiene, established in 1949 at the University of Bridgeport, was named for Dr. Alfred Civilion Fones, the dentist who was instrumental in creating the profession of dental hygiene in 1913. Accredited since the American Dental Association publication of September, 1953, the Fones program is in full accord with the principles established by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education. The graduate is eligible for National, Regional, and State examinations in each of the fifty United States, and students earning the Associate’s degree may apply their credits towards a Bachelor’s degree.

Accreditation
The A.S., B.S., and M.S.D.H. degree programs in Dental Hygiene are both licensed and accredited by the State of Connecticut Office of Higher Education.

Qualifications for Admissions
The following physical qualifications are required for participation in the Associate degree program at the UB Fones School of Dental Hygiene. These qualifications are essential for the preparation of AS Degree in Dental Hygiene. Students at the School must be able to perform at a high level of competency in all phases of classroom, clinic, and laboratory activities as they will ultimately use the knowledge attained as dental hygienists.

Applications for admittance to the A.S. and B.S. degree programs are received on individual merit. Applicants who show potential for the dental hygiene program, but do not meet criteria may be offered entrance into pre-dental hygiene. All admitted students are subject to a background check. This procedure is conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

The applicant student must process:

1. Critical thinking ability sufficient for judgment during clinical activities.
2. Communication abilities for effective interaction verbally and in written form with patients and other members of the health care team.
3. Coordination and use of both upper and lower limbs as required for, among other skills, the performance of dental hygiene clinical procedures and emergency skills such as cardiopulmonary resuscitation.
4. Manual dexterity necessary for performance in the various clinical, dental laboratory, and basic science laboratories without posing a threat to her/his patient, or her/his fellow students’ safety and well-being.
5. Hearing and visual abilities, appropriately assisted, acute enough to allow the individual recordation of patient histories, to provide routine safety instructions, and perform stethoscopic and other auscultatory examinations, and to read all forms of diagnostic imaging so that she/he can adequately interpret normal, abnormal, and pathologic changes.
6. Freedom from communicable diseases sufficient for rendering safe and effective dental hygiene care.
7. Ability to obtain a dental hygiene license as some states deny licenses for certain prior felony convictions.

Students in the Bachelor of Science degree program may integrate the Bachelor’s courses with the clinical aspect of the Dental Hygiene curriculum or pursue a Baccalaureate degree (B.S.) after completing clinical preparation at the Fones School of Dental Hygiene program.

General Criteria for the A.S. and the B.S. Degree in Dental Hygiene

The two year basic core curriculum of the Fones School combines courses from the College of Arts and Sciences and the Fones School of Dental Hygiene to provide a broad educational preparation. In addition to basic and dental science theory, the program provides education in preventive service and dental health education.

During the second year, the students receive clinical education at the Fones Dental Health Center on campus, and through assignments to the clinical and educational facilities of school dental health programs, hospitals and community agencies. These assignments are directly supervised by Fones faculty. Students are responsible for providing their own transportation to community agencies.

A student who earns a grade of C- or below in a course in the major field, must obtain a written statement from the School Director specifying the procedure necessary to remedy the deficiency and remain in the major.

Enrollment in the second year is contingent on completing all first year requirements and achieving a QPR of 2.0.

Education at the baccalaureate level enhances the dental hygienists’ opportunities, abilities, background and values. The professional dental hygiene curriculum is combined with a liberal arts education. Upon satisfactory completion of 122-125 credits in the areas of study specified, the student will be recommended for the degree of Bachelor of Science in Dental Hygiene.

Students in the Bachelor of Science degree (B.S.) may integrate the Bachelor’s courses with the clinical aspect of the Dental Hygiene curriculum or pursue a Baccalaureate degree (B.S.) after completing clinical preparation at the Associate in Science Certificate
Fones School of Dental Hygiene

Level. This Baccalaureate degree completion approach is available to Fones' students and graduates of a Dental Hygiene program that is accredited by a specialized accrediting agency recognized by the Council on Post Secondary Accreditation and the United States Department of Education.

All courses listed in the major program section of the catalog for the Associate in Science and/or Bachelor of Science degree are required for graduation. The majority of Dental Hygiene courses may be taken during the regular academic year.

**Dental Hygiene Bachelor of Science Degree Online Program**

The online B.S. in Dental Hygiene from The Fones School of Dental Hygiene at the University of Bridgeport offers an opportunity for dental hygienists to further their education beyond the A.S. degree. Dental hygienists traditionally begin their professional work following completion of the A.S. degree. The University of Bridgeport's B.S. in Dental Hygiene online degree program makes it possible for dental hygienists to work toward a degree at any time, from anywhere in the world. The program is perfectly suited to adult learners who have the discipline for part-time, self-directed study under the guidance of qualified faculty in their field. The BSDH Online Program is identical to the on-campus degree completion program and is designed to be completed entirely online.

Students who hold an A.S. or certificate in Dental Hygiene from an institution accredited by the American Dental Association Commission on Dental Accreditation are eligible for admission. A maximum of 73 credits from accredited two-year colleges and 90 credits from accredited four-year institutions. The program consists of 122 credit hours which include applicable transfer credits (60-90 credit hours), general education courses (40 credit hours), dental hygiene courses (24 credit hours), and elective courses (12 credits). The last 30 credit hours must be completed through the University of Bridgeport. The general education courses include University Core Requirements in English, Math, Fine Arts, Integrated Studies, Humanities, Natural Science, Social Science, and Capstone Seminar.

Students who are graduates of the Fones School of Dental Hygiene, need not re-apply for admission. A re-admittance form, available on the website, needs to be completed and forwarded to the Office of Distance Education.

Students may take 2 online courses per 8-week session, which is equivalent to 12 credits per semester. As a new online student, a one-week New Student Orientation course is offered prior to the start of each 8-week session at no charge. Financial aid is available for qualified students taking at least 6 credits per semester.

Please visit http://www.bridgeport.edu/academics/undergraduate/dentalhygiene/options for additional information and an Application Form to download. You will be directed to request Official Transcripts from all schools attended – these are required in order to consider your acceptance into the program, as well as to evaluate courses taken previously and apply transfer credits to the course of study for the Bachelor's Degree in Dental Hygiene.

**INSTRUCTIONAL FORMAT**

The online B.S. in Dental Hygiene is offered in a format that makes classes available 24 hours and day, 7 days a week. Courses are designed for working professionals and can be completed entirely online, from home or at work. Our online instructors are practicing professionals or UB faculty members — experienced educators who are your partners in a dynamic and interactive educational environment. The online interaction is designed to encourage thoughtful and well-prepared discussions based on both students’ command of the coursework and their personal experiences.

To participate in UB’s distance education program, you must own or have regular access to a computer with an Internet connection and an e-mail account. You should be comfortable with using e-mail, sending and receiving attachments, and Web browsing.

**MINIMUM COURSE REQUIREMENTS**

- A PC or Macintosh system
- Windows 7 or newer, 10.6 and newer, Linux-Chrome 05
- Word processor, printer, CD-ROM
- Reliable Internet access, minimum 512kbps
- E-mail

- web camera and microphone

**ONLINE ORIENTATION**

All students participate in an online orientation prior to beginning the program. During the orientation, students are given instructions on how to navigate the Canvas course management system, strategies for being a successful online student, and access to other University resources, including the Wahlstrom Library’s electronic databases. Successful completion of the orientation is required of all new students in the online program.

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 301</td>
<td>Dental Hygiene Practice</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 302</td>
<td>Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 303</td>
<td>Advanced Clinical Concepts</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 304</td>
<td>Dental Hygiene Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>DHYG 305</td>
<td>Dental Hygiene Research I</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 306</td>
<td>Dental Hygiene Research II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 315</td>
<td>Statistical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

for more information, see page 90

**Dental Hygiene Master of Science Degree**

**Purpose and Objectives**

The main purpose of the Master’s Degree in Dental Hygiene is to prepare registered dental hygienists for leadership roles in the areas of education, administration, public health and dental hygiene practice. This commitment is met within a multidisciplinary framework that inter-relates theory, research, and practical experience. The program seeks to educate its students to develop and conduct research that adds to the body of knowledge that advances the mission of dental hygiene. By providing a high level of professional education, the program will produce graduates with critical thinking and commitment to the service of others. Through academic courses, independent study, research and practical experience, graduate candidates are prepared to meet the present demand for dental hygiene leaders, practitioners, educa-
Fones School of Dental Hygiene

tors, oral health promoters, administrators/managers and researchers.

The objectives of the proposed Master’s degree program are to:
- Develop expertise in a specialized area of dental hygiene.
- Expand knowledge and skills to support advanced dental hygiene practice and role development in preventive and therapeutic oral health services.
- Expand knowledge in oral health promotion and education related to a specific functional role in dental hygiene.
- Develop managerial and administrative skills.
- Contribute to the dental hygiene scientific body of knowledge
- Acquire initial competence in conducting oral health research.
- Further develop and implement leadership strategies for the betterment of oral healthcare.
- Participate in graduate dental hygiene internship experiences in educational settings, rural areas, industry and community outreach sites.
- Build a foundation for future doctoral education.

Through completion of the MSDH program, graduates will achieve the following outcomes:
- Utilize scientific inquiry, critical thinking, and research methodology in developing contemporary theory and best practice.
- Cultivate the incorporation of existing and emerging health informatics and technology within one’s profession.
- Contribute to and facilitate development of programs based on population need, diversity, and social and cultural sensitivity.
- Promote inter-professional collaboration within an integrated delivery system of health care.
- Forge the pathway toward expanding the professional landscape of dental hygiene.
- Instill the desire to pursue doctoral level education.

Admissions Policies

To qualify for admission, the applicant must possess a certificate or associate degree from an accredited dental hygiene program and a baccalaureate degree in dental hygiene or related field. The applicant must have an overall quality point average of at least 3.0 on a 4 point scale in undergraduate education. Dental Hygiene National Board Examination Score, completed recommendation forms from a previous clinical supervisor and dental hygiene program director, two recommendations from academic sources, a statement of career goals, and official transcripts of all college work must also be submitted.

Dental Hygiene Education: This specialization provides a theoretical and practical approach to instructional strategies and their application to dental hygiene education. Emphasis is on higher education, instructional technology, instructional development, implementation and evaluation, and the role and responsibilities of faculty within an accredited, professional program affected by internal and external constituencies.

Dental Public Health: This area of specialization provides a focused study of interdisciplinary oral healthcare in diverse community health settings. Emphasis is placed on the leadership roles of the dental hygienist in promoting health through the assessment of community oral health needs and the planning, implementing, and evaluating of population-based health programs.

Awarding of the degree is contingent on completion of the Dental Hygiene Capstone.

All admitted students are subject to a background check. This procedure is conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

Curriculum

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 500 Leadership in Dental Hygiene 3</td>
</tr>
<tr>
<td>DHYG 501 Grant and Contract Writing 3</td>
</tr>
<tr>
<td>DHYG 502 Evidence Based Research 3</td>
</tr>
<tr>
<td>DHYG 507 Dental Health Services Administration 3</td>
</tr>
<tr>
<td>DHYG 510 Foundations of Health Care Management 3</td>
</tr>
<tr>
<td>DHYG 513 Seminar in Contemporary Dental Hygiene Issues 3</td>
</tr>
<tr>
<td>DHYG 515 Statistical Reasoning 3</td>
</tr>
<tr>
<td>DHYG 516 Concentrated Practicum 3</td>
</tr>
<tr>
<td>DHYG 520 Dental Hygiene Capstone 4</td>
</tr>
</tbody>
</table>

And one of the following specializations:

DENTAL HYGIENE EDUCATION
- DHYG 503 Clinical and Didactic Educational Concepts 3
- DHYG 504 Student Teaching in Dental Hygiene 3
- DHYG 508 Curriculum Development and Management 3

DENTAL PUBLIC HEALTH
- DHYG 509 Dental Public Health 3
- DHYG 511 Epidemiology 3
- NUTR 560H Developmental Nutrition 3

SUGGESTED CURRICULUM SEQUENCE

FIRST YEAR

<table>
<thead>
<tr>
<th>Summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 500 Leadership</td>
</tr>
<tr>
<td>DHYG 507 Dental Health Services Administration</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 502 Evidence-based Research</td>
</tr>
<tr>
<td>DHYG 510 Foundations of Healthcare Management</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 515 Statistical Reasoning</td>
</tr>
<tr>
<td>DHYG 508 Curriculum Development and Management (Education Track)</td>
</tr>
<tr>
<td>DHYG 509 Dental Public Health (Public Health Track)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 516 Concentrated Practicum</td>
</tr>
<tr>
<td>DHYG 503 Clinical and Didactic Educational Concepts (Education Track)</td>
</tr>
<tr>
<td>DHYG 511 Epidemiology (Public Health Track)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 513 Seminar in Contemporary Dental Hygiene Issues</td>
</tr>
<tr>
<td>DHYG 504 Student Teaching in Dental Hygiene (Education Track)</td>
</tr>
<tr>
<td>NUTR 560H Developmental Nutrition (Public Health Track)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 501 Grant and Contract Writing</td>
</tr>
<tr>
<td>DHYG 520 Dental Hygiene Capstone</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

After completing the two years of course work the Master’s Degree Candidate will continuously register for DHYG 521 Dental Hygiene Capstone Extension (1 credit) until the thesis or professional project has been successfully written and defended. Upon successful completion of all course
work, the masters student will then apply for graduation.

FOR MORE INFORMATION
Office of Admissions
Leanne Proctor
Director of Graduate Admissions
Telephone: (203) 576-4108
Email: lproctor@bridgeport.edu

Office of Distance Education
126 Park Avenue, Bridgeport, CT 06604
Phone: 1 (800) 470-7307
Email: ubonline@bridgeport.edu
Website: www.bridgeport.edu/academics/undergraduate/dentalbs/options
Nutrition Institute

Director: Dr. David M. Brady
Eleanor Dana Hall, Room 113
30 Hazel Street
Telephone: (203) 576-4667
Fax: (203) 576-4591
E-mail: nutrition@bridgeport.edu

Assistant Director: Karen Siclare, MS
Eleanor Dana Hall, Room 113A
Telephone (203) 576-2379
E-mail: ksiclare@bridgeport.edu

Program Coordinator: Terri Roma
Eleanor Dana Hall, Room 113B
Telephone: (203) 576-4667
E-mail: terrir@bridgeport.edu

Faculty: Kendler

Degree Program
Human Nutrition (M.S.)

Mission Statement
The mission of the human nutrition program is to prepare graduates to positively influence and support specific health challenges and promote overall well-being by integrating biochemical and physiological science knowledge with evidence-based strategies that link to integrative and preventative nutrition-based interventions.

Program Objectives
The Human Nutrition Institute:

1. Provides access to a well-known, respected, comprehensive graduate degree program in nutrition by offering weekend and online programs that avoid interrupting work schedules
2. Cultivates awareness of nutritional science and clinical intervention practices that enhance student learning and advance the principles of the profession
3. Fosters collaborative relationships within the division of health sciences, university and community that provide opportunities to integrate the benefits of nutrition
4. Supports alumni with resources and opportunities for lifelong learning and career enhancement
5. Facilitates competency development through new innovations in curriculum delivery and expanded content

Accreditation
The Human Nutrition Program is licensed and accredited by the State of Connecticut Office of Higher Education.

Learning Outcomes
The UB Human Nutrition Institute graduates will:

1. Promote and support awareness of the benefits of optimal nutrition to health and overall well-being
2. Integrate biochemical and physiological science knowledge with nutritional evidence-based interventions and competent decision-making to prevent, positively influence and support various health challenges
3. Exhibit professional behavior that is ethical, collaborative, and culturally sensitive
4. Exhibit professional behavior that is ethical, collaborative, and culturally sensitive

ADMISSIONS REQUIREMENTS
Applicants should have a baccalaureate degree from an accredited college or university with a GPA of 3.0 or above and course work in human anatomy and physiology (6 credits minimum), introductory biochemistry (4 credits minimum), and basic nutrition (2 credit minimum). This coursework must be from a US Dept of Education regionally accredited college or university. If an applicant has completed a minimum of 8 credits of organic chemistry with laboratory, the biochemistry pre-requisite requirement may be waived at the discretion of the program director. Please note that transfer credit for the core pre-requisite courses listed above that have been taken longer than 10 years ago will only be accepted at the discretion of the program director. Acceptance will be determined by academic performance history and demonstration of application of course-specific content through continued professional or academic experience. Core pre-requisite classes taken longer than ten years previous to application will not automatically be transferable. The baccalaureate requirement may be waived for certain licensed health practitioners holding doctoral degrees from accredited professional programs. The deadline for an applicant to have a completed folder for guaranteed admissions consideration is:
   November 1st for January admission
   June 15th for September admission

A complete folder consists of a completed application, official transcripts from all colleges and universities attended, 2 letters of recommendation, and a detailed personal statement addressing why you are seeking this degree.

Accelerated Entry into the Master’s Degree Program
MDs, DCs, DOs, NDs, DDSs, etc. may qualify for advanced standing for several classes in the masters programs at the discretion of the program director following review of medical school transcripts. Advanced standing students will begin the program in either fall, spring or summer dependent upon their first required course.

Registration Requirements
Campus students are required to register with the Nutrition Institute on or before the first day of classes. Distance Learning students can register for courses through the distance learning website.

Degree Requirements
Degree candidates must complete the courses listed in the 41 credit curriculum with a minimum grade point average of 3.0 (B average). All students are required to pass a comprehensive examination at the completion of all coursework in order to graduate. All degree requirements are to be completed within a five year period from start date of their first masters course. A research project (thesis) is an elective option.

Pre-Requisite Courses for Human Nutrition Program
Undergraduate course work is required in human anatomy and physiology (6 credits minimum), introductory biochemistry (4 credits minimum), and basic nutrition (2 credit minimum). The University offers the prerequisites, Anatomy and Physiology (6 cr, Nutr121) Introduction to Biochemistry (4 cr, Nutr122), and Basic Nutrition, (2 cr, Nutr 123) twice annually both on-campus and on-line, commencing in April and August. A minimum grade of B is required in each prerequisite course in order to receive credit for entry into the Master’s degree program.

Joint Programs
Joint programs with the UB Colleges of Chi-
ropract and Naturopathic Medicine have been established to allow students to pursue the M.S. degree in Human Nutrition while working on the D.C. or N.D. degree. Students who have completed the fifth semester of chiropractic or naturopathic studies, with a 3.0 GPA or above, may be recommended by their respective deans for entry into the Master’s program at an advanced level. UB also offers a joint campus program with the Acupuncture Institute.

Joint DC/MS Program

Students from the UB College of Chiropractic will enter the second semester of the Nutrition Program. They will be required to complete a total of 24 semester hours of required nutrition courses as specified in their admission letter.

Joint ND/MS Program

Students from the UB College of Naturopathic Medicine will enter the third semester of the Nutrition Program. They will be required to complete a total of 16 semester hours of required nutrition courses as specified in their admission letter.

Prerequisite Human Nutrition Curriculum

- NUTR 121 Anatomy and Physiology 6
- NUTR 122 Introduction to Organic and Biochemistry 4
- NUTR 123 Nutrition Seminar 2

Master of Science Curriculum

- NUTR 560A Pathophysiologic Basis of Metabolic Disease 4
- NUTR 560B Biochemistry of Nutrition 4
- NUTR 560C Vitamins and Minerals 3
- NUTR 560E Nutrition Assessment 3
- NUTR 560D Clinical Biochemistry 3
- NUTR 560G Lifelong Healing with Food 4
- NUTR 560H Developmental Nutrition 3
- NUTR 560I Functional Medicine Nutrition 3
- NUTR 560F Nutritional Therapeutics 4
- NUTR 560M Evidence Based Nutrition 3
- NUTR 560P Botanical Medicine 3
- NUTR 560K Virtual Clinic 4
- NUTR 560J Research in Nutrition Project/Thesis 3

Elective Courses-non required except for dual degree students

- NUTR 560L Nutrition and Exercise 3
- NUTR 560T Nutrition and Autism 3
- NUTR 560Q Nutrition and Cancer 3

MS NUTRITION INSTITUTE PROGRAM POLICY AND GUIDELINES 08-30-13

THE PROGRAM

The Human Nutrition Program at the University of Bridgeport is accessible to students with busy schedules. Classes are held online via the interactive Canvas system or via weekend only campus classes. The program is designed to be completed in 28 consecutive months if two classes are taken per cycle. Graduation is contingent upon completing the program and passing the comprehensive exam within 5 years from program start date. Students must remain in the program they enrolled in (online or on campus). UB does require some courses to be taken online by all students.

ATTENDANCE CAMPUS WEEKEND FORMAT

Each class period represents 20% of a four credit course or 25% of a three-credit course. Class attendance and participation are indispensible parts of the educational process that are required throughout the program. Since classes only meet 4 or 5 times, depending on whether the course is 3 or 4 credits, it is imperative that students attend class. In the event of absence due to illness or family emergency, please notify the Assistant Director and the instructor immediately. If more than one class is missed during the semester for either a 3 or 4 credit course you will receive a failing grade for the class and will have to repeat it. This includes absences for illness. Make-up examinations due to absence WILL NOT be permitted without an approved legitimate excuse with full documentation (see makeup policies) and will result in a grade of zero for that exam. Students ARE NOT PERMITTED to leave class prior to 5pm unless prior authorization is received from the Assistant Director and this would require the same guidelines for approval as an absence. Prior approval must be sought during normal administrative business hours Monday – Friday. Those who leave class early without prior approval or subsequent documentation of illness or emergency that meet the guidelines specified under makeup policies below will be penalized with a 20% grade deduction on their course grade.

MAKE-UP POLICIES WEEKEND CAMPUS AND ONLINE FORMAT

Make-up examinations and assignments will not be permitted without a legitimate excuse or prior approval from the instructor and assistant director and will result in a grade of zero. An acceptable excuse for prolonged illness, or family emergency, entitling a student to a make-up examination, requires a legitimate detailed doctor’s note (with diagnosis) by a U.S. licensed physician or official documentation of family emergency, which must be submitted to the Program Assistant Director and approved. Please note that only one make-up examination is allowed per course regardless of instructor approval. Missed exams must be taken before the next scheduled examination and may be modified and made more difficult by the instructor. Make-ups will not be granted for reasons of personal convenience, such as traveling, weddings and vacations.

GRADING POLICY

Online exams are timed. Your syllabus should define for you the time limit on the exam as well as when you log onto Canvas to complete it. You are permitted to log onto the exam only ONCE and complete it in the required time frame. Students cannot log in and out of exams. Once submitted, the exam cannot be accessed again. Time limits set by the professors must be adhered to. Students who exceed the time limit on the exam, (this is reported to the instructor automatically) will receive a grading penalty equal to the percentage of excess time they took. For example, if an exam was scheduled for 60 minutes and the student took 66 minutes to complete it, they would have exceeded the exam time by 10%. Therefore their exam grade would be penalized 10% of the total possible points for the exam. If exam was 100 points, then 10% would equal a 10 point deduction. Repeated violations of exam time may result in further grading penalties and will be reported to the program assistant director for review.

FRAGRANCE FREE POLICY ON CAMPUS

Many individuals are sensitive to perfumes and other scents (such as scented oils, scented laundry soaps, scented deodorants, etc.)
and have adverse health reactions upon exposure. In order to maintain an environment that is conducive to health and learning for all students and faculty members in the classroom, the Nutrition Institute has a “fragrance free” policy. The use of products that produce a noticeable odor or/and cause an adverse health reaction in other individuals is prohibited. The use of such fragrances while attending class will be considered as a Violation of the Rules of Conduct.

PLAGIARISM POLICY

Plagiarism is taken very seriously in the program. The UB policy on plagiarism can be found in the student handbook, Ch 2 at: http://www.bridgeport.edu/life/services-forstudents/key.aspx

Students are also highly encouraged to take the on-line tutorial in avoiding unintentional plagiarism at http://www.indiana.edu/~istd/

Please be advised that UB faculty have access to “Turn It In” software which scans electronically for plagiarism from any published source and your assignments and discussion board posting may be screened using this tool.

Ethics Statement of Confidentiality

Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

WITHDRAWAL FROM A COURSE

Withdrawal from a course should be made after consultation with the course professor and the Assistant Program Director. A request to withdraw from a course must be made in writing. Only an official withdrawal will result in a grade of W, instead of F, for the course and prorated refund of tuition based on published UB policy. A student who stops attending a course without withdrawing will earn a grade of “F” for the course and will be ineligible for tuition refund.

Withdrawal and Tuition Refund Schedule

All University fees are non-refundable.

NUTRITION ONLINE FORMAT AND ON CAMPUS FORMAT:

The percentages listed below are what is due to the University based on when the student withdraws from a course.

<table>
<thead>
<tr>
<th>Session</th>
<th>Course Withdrawal Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1st Day of Class</td>
<td>100%</td>
</tr>
<tr>
<td>Before 2nd Session</td>
<td>100%</td>
</tr>
<tr>
<td>Before 3rd Session</td>
<td>75%</td>
</tr>
<tr>
<td>Before 4th Session</td>
<td>50%</td>
</tr>
<tr>
<td>After 4th Session</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Verbal notification will NOT be accepted as an official withdrawal from class. Written verification must be forwarded to the Nutrition Institute and also the University of Bridgeport, Registrar’s Office, 126 Park Avenue, Bridgeport, CT 06604. Withdrawals may also be completed online at www.bridgeport.edu/webadvisor

FINANCIAL AID

The Human Nutrition Program is considered full-time for financial aid and loan deferment purposes. Subsidized and unsubsidized Federal Stafford Loans are available for qualified students who register for a minimum of six credits each semester. The Free Application for Federal Student Aid (FAFSA) and a University of Bridgeport Financial Aid Application must be completed. Employers offer scholarships and/or tuition reimbursement programs. Contact the Financial Aid Office at (203) 576-4568 or sfs@bridgeport.edu for more information.

EVALUATION AND GRADING

The GPA is determined based on the following scale.

- 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, I = Incomplete, W = Withdrawal, R = Research in progress.

Any course with a grade of C- or a numerical grade of 73 or less must be repeated to earn graduate credit. Other courses may be repeated if the student needs to raise the GPA. When a course is repeated, only the second grade will be used to calculate the GPA. Tuition must be paid again for all classes that are required to be re-taken (no exceptions). Evaluation and grading are the responsibility and province of the professor. All students in a course will be graded consistently or equivalently. Students may be penalized for late or missed work. Questions regarding grades should be addressed to the course professor.

GRADE DISPUTES

A disputed grade may be appealed in writing as follows:

First Appeal: Directly to the instructor within 30 days of receipt of grade

Second Appeal: To Assistant Director of Nutrition Institute

Third Appeal: To Director of Nutrition Institute/Vice Provost of Health Sciences

Final Appeal: To the Provost

TRANSFER CREDITS

The Program Director, with the Dean’s approval, may allow up to six semester hours (eight hours in the case of laboratory courses) of graduate transfer credits from a regionally accredited college or university. The courses being considered for transfer must have been completed within the past seven years, with a grade of “B” or better, and be comparable to the University of Bridgeport’s graduate courses. Physicians (i.e.: medical, osteopathic, chiropractic, naturopathic, etc.) may request advanced standing for 560A and 560B. However, many choose to take 560B (Biochemistry) if they have not had the course in many years, as a review and preparation for course 560D (Clinical Biochemistry). Advanced transfer credit for physicians will only be granted for courses where a grade of “B” or better was achieved.

INCOMPLETE COURSEWORK

An “I” (Incomplete) designates incomplete work at the time of grading for reasons beyond the control of the student, fully documented, and corresponding to UB makeup policies as stated above, and determined to be bona-fide by the instructor and the Assistant Program Director. If approved by the assistant director and the instructor, incomplete coursework must be completed by the end of the semester immediately following the one in which the incomplete was granted. If the work has not been completed and no grade has been submitted as indicated, the grade automatically becomes F. STUDENTS WHO ARE FAILING A COURSE ARE
NOT PERMITTED TO TAKE AN INCOMPLETE AND REPEAT THE COURSE TO ATTAIN A NEW GRADE. A GRADE OF “F” WILL BE ISSUED AND THE COURSE WILL HAVE TO BE REPEATED BY RE-REGISTERING FOR THE COURSE.

GOOD ACADEMIC STANDING PROBATION AND SEPARATION

Good academic standing is achieved when a student maintains a 3.0 GPA. If the GPA drops below 3.0, the student will be placed on academic probation. A student who receives a second grade of “D” or “F” in any course, or is placed on probation in two different semesters, will be separated from the program. In cases of academic probation, the student should consult with the Program Assistant Director for advice and planning to raise the GPA. In cases of separation from the program, a student may make a written appeal to the Director within ten days of the notification of separation. If an appeal is granted, the student will remain on academic probation and his progress will be monitored periodically during the semester.

RESEARCH IN NUTRITION – COURSE 560J

The research project can be taken as an elective, and is not required, as part of the Human Nutrition Program. The project can be a literature-based study or an original research project. Students have one semester to complete the project before incurring a fee. If thesis completion exceeds the one semester limit, the student must maintain continuous matriculation by registering for ADMIN 600, each semester, until the thesis has been completed.

Graduation Requirements

The minimum number of credits required for graduation is 41; the minimum GPA required is 3.0. Students are expected to complete class work for the degree within five years of initial enrollment in the program.

Successful completion of ALL sections of the comprehensive competency examination is required for graduation. This examination and all required re-takes are given on-site on the UB campus on a Saturday (exact dates published several months prior to each examination) and will not be given by proctor at other sites or on alternate days of the week (no exceptions). If you cannot take exami-
Physician Assistant Institute

Program Director: Theresa Horvath
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2399
E-mail: thorvath@bridgeport.edu

Medical Director: Tiffany Sanders
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2400
E-mail: tisander@bridgeport.edu

Director of Didactic Education: Aisha Khan
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2397
E-mail: aikhan@bridgeport.edu

Assistant Director of Didactic Education:
Lauren Weindling
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2398
E-mail: lweindli@bridgeport.edu

Director of Clinical Education:
Isabel Brodersen
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2445
E-mail: ibroders@bridgeport.edu

Assistant Clinical Coordinator: Christine Rowland
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2400
E-mail: crowland@bridgeport.edu

Director of Assessment: Medeya Tsnobiladze
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-4180
E-mail: mtsnobil@bridgeport.edu

Director of Admissions and Retention: Carolyn McCann
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2446
E-mail: carolynm@bridgeport.edu

Administrative Coordinator:
Dionne Gray-Wilson
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2400
Email: dgraywil@bridgeport.edu

The University of Bridgeport Physician Assistant Institute is committed to the development of highly qualified physician assistants who deliver patient-centered health care. UB physician assistants gain skills that enable them to be leaders in the profession and the community, and advocates for their patients. The PAI underscores the importance of integrated medicine and of global health in clinical practice.

Degree
Master of Science: Physician Assistant

Accreditation
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has placed the University of Bridgeport Physician Assistant program sponsored by the University of Bridgeport on Accreditation – Administrative Probation status.

Accreditation – Administrative Probation is a temporary status of accreditation granted when a program has not complied with an administrative requirement. Once placed on Administrative Probation, a program that fails to comply with administrative requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having its accreditation withdrawn. The program’s compliance with administrative requirements will be reviewed by the commission after submission of report, as noted above. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Mission Statement
The mission of the University of Bridgeport Physician Assistant Institute is to develop clinicians with dedication to patients; commitment to life-long education; respect for the profession; a global perspective on health care; volunteerism as a professional core value, and an integrative approach to practice for the benefit of all patients. This mission to educate the physician assistant is reflected in our motto: Adiuva, Mederi, Commuter -TO HELP, TO HEAL, TOGETHER.

Curriculum
The physician assistant curriculum is comprised of a rigorous 28 month Master of Science Program. The didactic phase of the program consists of four semesters of primarily classroom instruction. Students learn the tenets of basic science, clinical medicine technical skills, global and public health, and interviewing and counseling. The clinical phase of the program consists of three semesters of clinical rotations in internal medicine, surgery, pediatrics, emergency medicine, family medicine, psychiatry, obstetrics/gynecology and an elective. Content experts from both academic and clinical settings provide the curriculum. Students complete a capstone project during the final phase of the program.

Program Objectives
- Provide compassionate and effective patient care for diverse populations
- Exhibit culturally competent communication skills
- Demonstrate knowledge of established and evolving clinical sciences, applying this knowledge to patient care
- Develop the skills necessary for self-reflection and life-long learning
- Work effectively in inter-professional teams to enhance patient safety. Incorporate considerations of cost, patient safety and advocacy
- Demonstrate ethical principles and cultural sensitivity. Acquire a work ethic where patient needs replace self-interest
- Participate in scholarly and service-based activities necessary to build the profession
- Possess a mutual respect for health care advocates providing alternative modalities of care
Semester Based Curriculum

TERM I

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 511</td>
<td>Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 521</td>
<td>Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 551</td>
<td>History &amp; Physical Exam I</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 529</td>
<td>Clinical Medicine I</td>
<td>5</td>
</tr>
<tr>
<td>MSPA 565</td>
<td>Integrative Medicine &amp; Practice</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 575</td>
<td>Global Health &amp; Preventive Medicine</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total  18

TERM II

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 512</td>
<td>Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 522</td>
<td>Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 552</td>
<td>History and Physical Exam II</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 581</td>
<td>Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 530</td>
<td>Clinical Medicine II</td>
<td>6</td>
</tr>
<tr>
<td>MSPA 534</td>
<td>Correlative Medicine I</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total  20

TERM III

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 533</td>
<td>Clinical Medicine III</td>
<td>8</td>
</tr>
<tr>
<td>MSPA 556</td>
<td>Patient Education, Nutrition, and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 542</td>
<td>Correlative Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 572</td>
<td>Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>MSPA 591</td>
<td>Technical Skills</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 574</td>
<td>Medical Ethics &amp; Professional Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total  19

TERM IV

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 602</td>
<td>Information Literacy and Medical Writing</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 671</td>
<td>Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 661</td>
<td>Capstone Project I</td>
<td>4</td>
</tr>
<tr>
<td>MSPA 651</td>
<td>Internal Medicine Clerkship</td>
<td>5</td>
</tr>
</tbody>
</table>

Term Total  13

TERM V

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 652</td>
<td>Pediatrics Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MSPA 653</td>
<td>Surgery Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MSPA 654</td>
<td>Emergency Medicine Rotation</td>
<td>5</td>
</tr>
</tbody>
</table>

Term Total  15

TERM VI

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 655</td>
<td>OB/GYN Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MSPA 656</td>
<td>Family Medicine Rotation</td>
<td>5</td>
</tr>
</tbody>
</table>

Term Total  10

TERM VII

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 657</td>
<td>Psychiatry Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MSPA 658</td>
<td>Elective Rotation</td>
<td>2</td>
</tr>
<tr>
<td>MSPA 695</td>
<td>Graduate Practice Logistics</td>
<td>1</td>
</tr>
<tr>
<td>MSPA 662</td>
<td>Capstone Project II</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total  10

Curriculum Total 105

Graduation Requirements

Candidates for the degree of Master of Science from the Physician Assistant Institute must meet the following conditions:

1. All courses in the physician assistant curriculum, including all clinical rotations, must be successfully completed with a final grade of a 70 or better.
2. A cumulative grade point average of all programmatic courses must be at or above 3.0.
3. Successfully meeting all patient and procedural log requirements.
4. The student exhibits – in the sole discretion of the PAI -- the ethical, professional, behavioral, and personal characteristics necessary for the practice of a physician’s assistant.
5. The student earns a score of 70 or higher on the Professional and Behavioral Evaluation, which is conducted and reviewed by faculty towards the end of the didactic and clinical phases.
6. Successful passing of the summative examinations.

Admissions Requirements

Admission to the program is highly competitive. Applications are evaluated by cumulative and science grade point average (GPA), letters of reference, personal statement, patient care experience, completion of personal statement and letters of reference. Personal interviews, required for admission, are offered to the most qualified individuals. Meeting the minimal requirements for admission does not guarantee admission or an interview.

All admitted students will be subject to a background check, conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

Advanced Standing and Transfer Credits

The PAI does not offer advanced standing or transfer credit to students applying to the program, even when the credits were earned to Institute at this time.

Program Prerequisites

(to be completed prior to matriculation)

1. Bachelor’s degree from an accredited institution
2. Required coursework taken within ten years of submitting the application with a “C” or better from an accredited school:
   - 2 semesters of Anatomy and Physiology with labs
   - 1 semester of Biology with lab
   - 2 semesters of Chemistry with labs
   - 1 semester of English
   - 1 semester of Psychology
   - 1 semester of Statistics
   - 1 semester of Microbiology
   - 1 semester of Genetics
   - 1 semester of Biochemistry
3. Cumulative GPA of 3.0 or higher required
4. Science GPA of 3.0 or higher
5. Three letters of recommendation
6. At least 500 hours of direct patient care experience (please visit FAQs on UB website for more information)
7. UB Supplemental Essay
8. On campus interview (by invitation only).

Advanced Placement Credits

The PAI accepts Advanced Placement (AP) credit for pre-requisite courses.

Required Materials CASPA

- Application completed through CASPA https://portal.caspaonline.org/
- Official transcripts from all schools attended
- Three letters of recommendation
  - One must be from a healthcare provider and another from the supervisor of the clinical experience. The third can be a professor, employer, or another individual who has known you on a professional level for a year or more.
  - *All transcripts and letters of recommendation must be sent directly to CASPA.
Physician Assistant Institute

Required Supplemental Essay

University of Bridgeport Essay – No more than 500 words in an essay, sent directly to the University of Bridgeport answering the question “Why have you chosen to apply to the University of Bridgeport?” Please send to paadmit@bridgeport.edu.

Please note applications are considered complete when the University of Bridgeport has processed the supplemental essay.

Completed application and all supplemental documentation must be received by August 1st.

INTERNATIONAL APPLICANTS

International applicants must complete an application for international students as well as an application to the Physician Assistant program. Applicants who have engaged in pre-professional study in foreign countries must submit official copies of all records, as well as certified translations if the original records are not in English. All transcripts/mark-sheets must be evaluated by a recognized credential evaluation organization, such as World Education Services (WES). Fees charged by such an agency are the responsibility of the student. Additionally, graduation from a physician assistant program does not guarantee employment in the United States or abroad. Please check with your education advisor prior to application to the program.

All non-native English language speakers must demonstrate English language competency at a level appropriate for advanced scientific study. At a minimum, proficiency can be demonstrated in one of the ways listed below:

1. Minimum score of 80 from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE), taken within the past two years. Information on the TOEFL/TSE can be obtained from TOEFL, P. O. Box 6151, Princeton, NJ 08541-6151, U.S.A. or www.ets.org.
2. Receipt of a grade of “B” or better in one semester of English at an accredited U.S. college or university.
3. Successful completion of intensive English Language study at the UB’s English Language Institute.

Selection of Candidates

The University of Bridgeport Physician Assistant Institute is coeducational and does not discriminate against any applicant based on gender, race, religious orientation, sexual orientation or national origin. (Title VI, Civil Rights Act 1964)

The most competitive candidates are invited to campus for an interview with the PAI staff. Candidates will be scored on the following criteria:
1. Written and oral communication skills.
2. Evidence of strong motivation to become a physician assistant.
3. Initiative and integrity as evidenced by responses to standardized questions and scenarios.

The Admissions Committee reviews the scores given to the academic record, health care experience, letters of recommendation, personal essay and the interview. The highest scored applicants are invited to matriculate into the program.

Notification of Acceptance

The University of Bridgeport PAI uses rolling admissions. Each applicant is notified of his/her status regarding admittance to the PAI in writing shortly after the interview.

Technical Standards

Completion of a degree at the University of Bridgeport PAI signifies the graduate is prepared to practice as a physician assistant by meeting the technical and academic standards. Technical standards, as distinguished from academic standards, refer to the physical, cognitive, and behavioral abilities required for participation and completion of all aspects of the curriculum and for entry into the PA profession. In keeping with the philosophy and core values of the PAI, the highest priority is placed upon developing graduates who are competent, prepared physician assistants who possess skills of lifelong learning.

At the beginning of the program, all enrollees receive notice of these technical standards, as established by the PAI. Students are asked to attest that they can or will meet the Technical Standards by the end of the curriculum. These standards must be maintained throughout the student’s progress while enrolled in the PAI. Should a student perceive any issue with meeting technical standards they must notify the director of the program and/or the Office of Student Accessibility immediately.

These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations. Requests from students or prospective students for reasonable accommodations should be directed to the Office of Student Accessibility Services.

Each student must be able to meet the following technical standards, with or without reasonable accommodations:

Observation:
- Acquire information from written documents and visualize information as presented in images from paper, film, slides or videos.
- Observe visual presentations in the classroom, lecture hall, and laboratory.
- Observe a patient accurately, at a distance and close at hand, with or without standard medical instrumentation for completion of patient examinations.
- Observe and interpret both verbal and nonverbal communications.
- Comprehend and immediately respond to auditory instructions or requests.
- Elicit information by use of senses (vision, touch, hearing, and smell) through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation in a consistent and accurate manner.
- Perceive pain, pressure, temperature, position, vibration, and movement that are important to the student’s ability to gather significant information needed to effectively evaluate patients.

Communication:
- Speak and hear in order to elicit, process and exchange information with patients and other providers.
- Perceive and describe changes in mood, activity, posture, and nonverbal cues.
- Possess English language skills, including grammar, spelling and vocabulary, to communicate effectively with patients, their families, and other practitioners in both written and oral settings.
- Possess the skills of sensitivity and confidentiality in patient communication.
**Motor Skills**

- Maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination.
- Perform gross and fine motor movements with sufficient coordination needed to carry out palpation, percussion, auscultation in order to elicit information on patient exam.
- Manipulate and handle equipment and instruments to perform diagnostic and therapeutic maneuvers, basic laboratory tests and emergency therapeutic procedures, including but not limited to airway management, placement of intravenous catheters, cardiopulmonary resuscitation, application of pressure to control bleeding, and suturing of wounds.
- Have sufficient mobility and strength for both educational and patient care activities.
- Must have the physical and mental stamina to complete both the didactic and clinical phases of the training. This includes sitting, standing, and moving between classrooms, laboratories, and hospitals.

**Cognitive ability:**

- Possess problem solving ability and critical thinking skills.
- Collect, measure, organize, prioritize, analyze and efficiently assimilate data in a limited time frame.
- Apply information acquired during didactic activities to clinical settings.
- Measure, synthesize and comprehend three-dimensional relationships and understand spatial relationships of structures according to standard medical care.
- Make decisions that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Relate to patient in empathetic, mature, and sensitive ways.
- Read and comprehend medical literature and integrate knowledge into problem solving and patient care.

**Behavior:**

- Maintain calm and composed attitude in emergencies.
- Retain mental, physical and emotional integrity while functioning in educational and medical settings.
- Demonstrate compassion, motivation, integrity, flexibility and a consciousness of social values when interacting with diverse population of patients, their families and other practitioners.
- Accept criticism and modify behavior and practice as needed.
- Consistently apply ethical standards in practice and education.
- Tolerate taxing workloads, function effectively and quickly under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties.
School of Nursing

Dean: Dr. Carol Papp
Wahlstrom Library, 7th floor, Room 719
Telephone: (203) 576-4142
Fax: (203) 576-4676
Email: capapp@bridgeport.edu

Description
The University of Bridgeport School of Nursing, established in 2015, transitioned from the original Bridgeport Hospital School of Nursing, a diploma nursing program that has had a long standing reputation of excellence and quality in its graduates' professional performances in Connecticut since 1884. The RN to BSN Hybrid Completion Program in the School of Nursing at the University of Bridgeport prepares the graduate for quality nursing practice, career development and educational mobility into graduate nursing programs. The curriculum has a total of 120 credits of which 30 credits consist of eight upper level nursing courses and one Capstone Seminar provided online and one hybrid nursing course, Health Assessment, which requires onsite classroom laboratory attendance.

Accreditation
The School of Nursing is pursuing accreditation for the RN to BSN Program through the Commission on Collegiate Education (CCNE), One DuPont Circle, NW Suite 530, Washington, DC 20036.

Qualifications for Admission
The University of Bridgeport admits qualified candidates regardless of race, color, sex, religion, age, national and ethnic origins or handicap. General University guidelines for Admission are found in the Catalog or on the University website which include:
- A completed Undergraduate Application
- Proof of high school graduation (copy of diploma or transcript) or GED
- Official college/university/diploma school transcripts from all institutions attended

The UB School of Nursing Admission criteria for the RN to BSN Hybrid Completion Program are:
- Diploma or associate degree earned at a state board of nursing approved program with national nursing accreditation
- Current, unencumbered registered nurse license in the state of residence
- Malpractice insurance
- Minimum grade of C in all science and nursing courses in the basic nursing program
- Minimum grade of C in all general education and pre-requisite courses
- Two letters of reference from professional sources
- Copy of current resume/curriculum vitae
- Overall cumulative GPA of 2.75 or higher on a 4.0 scale

*Please note if you had a different last name or any previous school records

Application Procedure
An application may be obtained from the Office of Admissions, 120 Park Avenue, University of Bridgeport, Bridgeport, Connecticut 06604. A non-refundable $25 application fee must accompany the application. Students can apply online by visiting our website at www.bridgeport.edu. For further information, please call (203) 576-4552 or toll free 1-800-EXCEL-UB (392-3582) or email admit@bridgeport.edu.

General Criteria for the RN to BSN Degree in Nursing
The RN to BSN applicant must complete an application for admission and provide all official transcripts from all college/university/diploma programs attended. Sixty-four credits of basic nursing and general education credits from an accredited college or accredited diploma program with a 2.75 GPA is required to be accepted into the program. Ninety credits may be transferred from an accredited four-year institution. The length of time to complete the BSN program is contingent on the number of transferred credits accepted and the number of general education courses that need to be taken. The 27 credits of upper level RN to BSN program courses and the 3 credit Capstone 390 seminar were designed so they can be completed in one calendar year plus one summer course by taking 2 online courses per 8 week session once all pre-requisite courses are completed. The pace is determined by the student but the BSN degree should be completed within 7 years of matriculation.

The RN to BSN student must maintain a GPA of 2.5 or higher to be eligible for graduation. A student who fails a nursing course may repeat that course and the second grade replaces the first grade for the computation of the GPA. Both course grades will remain on the official transcript. The student who fails below the minimum required GPA will collaborate with a faculty advisor to formulate a professional improvement plan that will outline steps to achieving the required GPA. The grade for a course repeated more than twice will be the average of all the grades earned each time the course was taken. All repeated courses will be so indicated on the transcript. The University of Bridgeport policies and standards for the Academic Status of Students and Academic Separation (Catalog 2014-2016, page 30) for undergraduate degree programs will apply for students who are not maintaining the required academic progress.
School of Professional Studies

Dean: Dr. Timothy Laynor
Wahlstrom Library, Garden Level
126 Park Avenue
Telephone: (203) 576-4168
Fax: (203) 576-4537
E-mail: scpsinfo@bridgeport.edu
Website: www.bridgeport.edu/scps

The School of Continuing and Professional Studies (SCPS) serves the public by facilitating access to the University’s knowledge and resources through credit and noncredit courses and alternative methods of teaching and learning, and by aiding adult lifelong learners and organizations to become more competitive, improve their earning power, and enrich their lives.

THE IDEAL DEGREE COMPLETION PROGRAM

Associate Dean and Director of Advising: Yvore Romulus
Director of Admissions: Mary Jane Dubner
Wahlstrom Library, Garden Level
Telephone: (203) 576-4800
E-mail: idealinfo@bridgeport.edu

The Innovative Degree Excellence in Accelerated Learning (IDEAL) program was an early pioneer in accelerated degree-completion programs for adult learners, beginning in 1988 and expanding into three locations throughout the state; Bridgeport, Stamford and Waterbury.

The IDEAL Program gives adults age 23 or over the opportunity to complete a bachelor’s degree at a convenient time and place. Courses are mostly offered in five- and eight-week terms—one meeting per week—nine sessions per year in various formats; evening, weekend and online. All faculty who teach in the IDEAL program hold graduate degrees in their teaching discipline and possess relevant and current professional experience. They deliver quality instruction to the adult learner utilizing one’s knowledge and experience by fostering innovation in the classroom and a valuable learning environment that will enhance the students’ career.

Programs of Study

The degree completion program offers degrees in:
- A.A. in Business Administration
- A.A. in General Studies
- B.S. in Business Administration
- B.S. in General Studies Business concentration
- B.S. in General Studies Social Science concentration
- B.S. in General Studies Online Social Science concentration
- B.S. in Human Services
- B.S. in Human Services & Psychology (Double Major)
- B.S. in Professional Studies
- B.S. in Professional Studies with a concentration in Healthcare Administration
- B.S. in Professional Studies with a concentration in Human Resources Administration
- B.S. in Professional Studies with a concentration in Organizational Leadership
- B.S. in Psychology
- Certificate in Human Resource Management

STAMFORD CENTER

Director: Maureen Maloney
5 Riverbend Drive
Stamford, CT 06907
Telephone: (203) 358-0700
Fax: (203) 967-3735
E-mail: ubstamford@bridgeport.edu
Website: www.bridgeport.edu/stamford

The Stamford Campus is located in the Springdale section of Stamford in the Riverbend Center, a corporate park with plenty of secure parking, near the Springdale MetroNorth railroad station, I-95, and Merritt Parkway. The facility includes wireless technology-enhanced classrooms, SmartBoard technology, networked computer lab, faculty and administrative offices, student resource room and free, convenient parking.

Programs of Study at the Stamford Center

UNDERGRADUATE (IDEAL Degree Completion Program):
- B.S. in General Studies (concentrations in Business or Social Sciences)
- B.S. in Human Services
- B.S. in Psychology

GRADUATE:
- M.S. in Counseling (Weekend)
- M.S. in Education (part-time Evening and Weekend)
- M.S. in Education Intern Program
- Teaching Certification (Elementary, Middle and Secondary)
- Sixth Year Education Program (General, Reading, and Administration)

WATERBURY CENTER

Director: Karen Ringwood
84 Progress Lane
Waterbury, CT 06705
Tel: (203) 573-8501
Fax: (203) 573-8576
E-mail: ubwaterbury@bridgeport.edu
Website: www.bridgeport.edu/waterbury

The University of Bridgeport’s Waterbury Campus is conveniently located off Interstate 84 from exit 25A on the Waterbury/Cheshire border and offers undergraduate, graduate, and post-graduate programs. The facility includes wireless technology-enhanced classrooms, SmartBoard Technology, networked computer lab, faculty and administrative offices, student resource room and free, convenient parking.

Programs of Study at the Waterbury Center

UNDERGRADUATE (IDEAL Degree Completion Program):
- B.S. in General Studies (concentrations in Business or Social Sciences)
- B.S. in Human Services
- B.S. in Psychology

GRADUATE:
- M.S. in Education (part-time Evening and Weekend)
- M.S. in Education Intern Program
- Sixth Year Education Program (General, Reading, and Administration)

Programs of Study at the Waterbury Center

UNDERGRADUATE (IDEAL Degree Completion Program):
- B.S. in Business Administration
- B.S. in General Studies (concentration in Business or Social Sciences)
- B.S. in Human Services

101
English Language Institute (ELI)

Director: Meg Cooney
English Language Institute
Carlson Hall
303 University Avenue
Telephone: (203) 576-4860
Fax: (203) 576-4861
E-mail: esl@bridgeport.edu

Assistant Director: Jennie Farnell
English Language Institute
Carlson Hall
303 University Avenue
Telephone: (203) 576-4458
E-mail: jfarnell@bridgeport.edu
Website: http://www.bridgeport.edu/eli

General Information
The English Language Institute of the University of Bridgeport offers an intensive program of English as a Second Language. ELI also organizes off-campus trips and on-campus activities designed to introduce international students to the United States, its language and its people.

ELI classes are offered year round, Monday through Friday. Full-time students attend class in the mornings and afternoons. Part-time students can choose to attend mornings or afternoons. For full-time students, a typical day consists of 5 hours of instruction, including classroom instruction in grammar, composition, reading, listening, and speaking, and assigned work in the university's state-of-the-art language laboratory. ELI provides highly individualized instruction. Classes are limited to 15 students per teacher.

ELI students receive a University of Bridgeport student I.D. card and are entitled to use facilities on the campus of the University of Bridgeport, such as the Wahlstrom Library and the Wheeler Recreation Center, to name but a few.

Admission
ELI students must have a strong personal commitment to learning the English language. Courses in English as a Second Language are offered year-round at all levels from beginner through advanced. ELI application forms and additional program information may be obtained at the above address or may be printed out directly from the ELI Internet address shown above.

Applicants must be at least 17 years old. Applications are accepted at any time of the year and new students may begin class throughout the year. International Admissions issues an official letter of admission to the program and an I-20 form promptly upon receiving a completed ELI application. After receiving the I-20 issued by ELI, the prospective student may apply for an F-1 student visa at an American embassy or consulate prior to coming to the United States.

ELI students must have a strong personal commitment to learning the English language. Courses in English as a Second Language are offered year-round at all levels from beginner through advanced. ELI application forms and additional program information may be obtained at the above address or may be printed out directly from the ELI Internet address shown above.

Applicants must be at least 17 years old. Applications are accepted at any time of the year and new students may begin class throughout the year. International Admissions issues an official letter of admission to the program and an I-20 form promptly upon receiving a completed ELI application. After receiving the I-20 issued by ELI, the prospective student may apply for an F-1 student visa at an American embassy or consulate prior to coming to the United States.

Why Students Enroll at ELI
Many students wish to enrich their knowledge of the English language while on leave from a school or a job in their home country. Most of these students return to their home country after a stay at ELI of from 7 weeks to a full year or more.

Many ELI students plan to apply for admission to a degree program at the University of Bridgeport. They improve their knowledge of English to meet the English language requirement for university admission. These students usually obtain “conditional acceptance” to a degree program and will receive full acceptance when they satisfy the University’s English language requirement for admission. It should be noted that successful completion of ELI’s advanced level satisfies the English language requirement for admission to the University of Bridgeport. ELI graduates are not required to take the TOEFL or IELTS.

The Curriculum
The curriculum of ELI focuses on improving skills in speaking, listening comprehension, writing, and reading. At all levels of the curriculum, ELI instructors seek to help students improve their language skills through active use of the language both in and out of the classroom.

New students complete a placement test upon arrival and are placed in the appropriate level of English. Successful completion of the session allows the student to move up to the next level.

Students who are placed in the lower levels concentrate on basic grammar, speaking, listening, and reading skills, and practice paragraph writing. As students progress through the levels, they continue to improve their speaking and listening skills while taking on more challenging tasks in reading and writing.

In the advanced levels, students strive to achieve competence in language-dependent tasks similar to those that are required of native speakers of English in both academic and career-related activities. These include reading for content; note-taking from spoken and written materials; speaking skills needed to relate information, to persuade, to negotiate, and to inquire; and skills needed in essay and report writing, as well as in effective correspondence.

Graduates of ELI receive a “Certificate of Completion” which certifies that they have met the English language requirement for admission to the University of Bridgeport. Grades reports are issued upon request.

Schedule of Charges
Please see insert for current academic year for tuition, fees, and other expense.

ELI students should plan on spending about $200 per 8-week session to cover required books and miscellaneous personal expenses such as recreational travel, local transportation, books, laundry, clothing, etc.

Application Forms and Additional Information
Prospective students may obtain application forms, credit card charge forms, insurance information, etc. at ELI’s Internet site, by email, or by calling or faxing ELI.
Ernest C. Trefz Center for Venture Management and Entrepreneurial Studies

The Ernest C. Trefz Center for Venture Management and Entrepreneurial Studies (CVM) builds upon the entrepreneurial spirit of its principle supporter to encourage the development and retention of small businesses in the region. The Center provides opportunities for potential entrepreneurs and small business persons to get expert help with their ventures and for faculty and students to participate in entrepreneurial experiences.

COMPONENTS OF THE CENTER FOR VENTURE MANAGEMENT INCLUDE:

• The Business Development Institute helps potential entrepreneurs and small business persons get help in start-up, business organization, finance, marketing, staffing and management; and assists in evaluating technology and development planning.

• The Bridgeport Foreign Trade Institute sponsors monthly international business seminars and conferences; develops networks of international business firms; provides consultation services to those individuals and organizations who attempt to enter international business; and assists local governments in promoting local businesses and products made in the State of Connecticut to foreign markets and investors.

• The Urban Management Institute studies socioeconomic issues in the region and recommends appropriate policy initiatives.

• The Special Projects Unit promotes activities especially targeted for small business people in the region through conferences, seminars and special events. Typical events include: “The Entrepreneurship Conference,” “The National Innovation Workshop,” “Technology Transfer and Licensing,” “The Banking Forum,” and Minority Workshops on “How To Succeed In Small Business.”

• The SCORE (Service Corps of Retired Executives), Bridgeport Chapter, is housed in the Trefz Center on the University campus. SCORE offers opportunities to students for internships in business consultation.
Pre-Professional Programs

The University of Bridgeport is committed to providing the appropriate education and guidance to those students for whom the baccalaureate degree is a stepping-stone to the completion of a professional degree in the health sciences or law. To this end the University has established a Pre-Law and a Pre-Health advisory program.

Pre-Law Studies

Advisor: Timothy Raynor
Mandeville Hall
230 Park Avenue
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: traynor@bridgeport.edu

While no single curricular path is the ideal preparation for law school, a broadly based undergraduate program that includes training in analytical reasoning and writing will serve you well. Law schools want students who can think, read, and write and who have some understanding of the forces that have shaped human experience. You can acquire these attributes in any number of college courses, whether in the humanities, the social sciences, or the natural sciences.

English language and literature courses are virtually indispensable. At the same time, every law student should be aware of the institutional processes of government through which much of the law is made and applied. You can gain this awareness through study in political science. Because the law is inseparable from our historic experience, you should have some acquaintance with American history. The fact that many legal subjects are intimately concerned with economic relations among individuals, and with the structure and development of business enterprises, makes a knowledge of macro and microeconomics valuable. Statistics, accounting, and computer science are other courses that will help you to understand special legal subjects and the practice of law.

Accredited law schools require that applicants take the Law School Admission Test (LSAT). In the admissions process, law schools are primarily interested in the student’s LSAT score, the student’s GPA, and the intensity and depth of the student’s undergraduate program, showing the student’s capacity to perform well at an academically rigorous level.

For more information on pre-law studies, check out the Law School Admission Council at www.lsac.org.

Pre-Health Professional Studies

Advisor to Pre-Health: Spiros Katsifis
Charles Dana Hall
169 University Avenue
Telephone: (203) 576-4265
Fax: (203) 576-4262
E-mail: skatsif@bridgeport.edu

Advisor to Pre-Health for General Studies Majors: Edward Geist
Bryant Hall
271 Park Avenue
Telephone: (203) 576-4956
Fax: (203) 576-4051
E-mail: edwgeist@bridgeport.edu

The major categories of Pre-Health Professional Studies are:
- Pre-Chiropractic
- Pre-Naturopathic
- Pre-Dental
- Pre-Veterinary
- Pre-Medical

Virtually all of the professional schools in these fields have the same minimum entrance requirements:

1. Completion of 90 credit hours of college work or completion of a bachelor’s degree.
2. Completion of laboratory science courses in the following subjects:
   - Biology – 8 credit hours
   - General Chemistry – 8 credit hours
   - Organic Chemistry – 8 credit hours
   - General Physics – 8 credit hours
3. Completion of a liberal arts core that includes English composition, psychology, communications, humanities, social sciences, and the fine arts.

Depending on the health profession and school some variation in these requirements does occur.

The highest percentage of students admitted to health professional graduate schools major in biology with chemistry the second most common major. However, students majoring in any discipline, e.g. history, music, or psychology, are also viable candidates provided they satisfy the pre-requisites of the professional school to which they seek admission.

The University of Bridgeport’s Biology Major offers a B.A. or B.S. degree that provides a rigorous scientific and technical program for the pre-health professional student. See the Biology major for additional details.

The University of Bridgeport’s Bachelor of Science in General Studies (B.S.) degree program provides the student with the opportunity to create a program, in consultation with their advisor, that may fit the individual student’s particular needs.

The University offers a pre-Chiropractic program in the Biology major and the General Studies major. These programs are offered with the cooperation of the University of Bridgeport College of Chiropractic. In both programs the student may elect a 90-Credit Basic Option, Combined Baccalaureate/Doctor of Chiropractic Option, or Complete Baccalaureate followed by Doctor of Chiropractic Option. See the description of the pre-chiropractic program elsewhere in the catalog.

A pre-Naturopathic program is also offered in cooperation with the University of Bridgeport’s College of Naturopathic Medicine. In this program a student must complete the bachelor’s degree before entering the College of Naturopathic Medicine. See the description of this program elsewhere in the catalog.

It should be noted that pre-health professional study in any of the above areas provides an excellent foundation for other careers in the health sciences, including osteopathy, podiatry, physical therapy, optometry, and pharmacy.
Pre-Professional Programs for Chiropractic

The University of Bridgeport offers a pre-professional program for students preparing for Chiropractic College, the Pre-Chiropractic Program for undergraduate students. This program fulfills the prerequisites for all Chiropractic colleges in the United States and Canada, including the University of Bridgeport College of Chiropractic.

Pre-Chiropractic Programs

Three undergraduate options of pre-chiropractic are offered in the Biology and General Studies majors: 90-Credit Basic Option, Combined Baccalaureate/Doctor of Chiropractic Option, and Complete Baccalaureate Followed by Doctor of Chiropractic Option. In both majors the student earns a bachelor's degree which provides requirements for entrance into Chiropractic school.

The University of Bridgeport's Biology major offers both the B.S. and B.A. degrees. The major provides a rigorous scientific and technical program for the pre-Chiropractic student. The program is described in the section on Biology degrees.

The University of Bridgeport’s Bachelor of Science in General Studies (B.S.) degree program provides the student with the opportunity to create a program in consultation with their advisor, that may fit the individual student's particular needs. This program is described elsewhere in the catalog under the General Studies major.

Both of these majors fulfill the University of Bridgeport's College of Chiropractic's minimum entrance requirements, which are:

1. Completion of 90 semester hours of undergraduate course work with a minimum grade point average of 2.50 on a 4.00 scale. In addition to this the cumulative grade point average must be competitive with other applicants vying for seats in the College of Chiropractic.

2. Completion of the following specific courses as part of their professional preparation:
   - Communication/Language Skills 6 semester hours
   - Psychology 3 semester hours
   - Social Science 3 semester hours
   - Humanities 3 semester hours
   - Biology 8 semester hours
   - General Chemistry 8 semester hours
   - Organic Chemistry 8 semester hours
   - General Physics 8 semester hours
   - Electives (Social Science/Humanities) 9 semester hours

3. All biology, chemistry, and physics courses must:
   - be suitable for students majoring in the sciences,
   - consist of a first semester and second semester course in each subject
   - be passed with a grade of “C” (2.00 on a 4.00 scale) or better with a cumulative science quality point ratio of 2.25 or better,
   - have a related laboratory.

90-CREDIT BASIC OPTION

Students electing this option complete 90 credits of course work, which includes fulfilling the Chiropractic admission requirements listed above. The student applies to and, if accepted, pursues the D.C. degree in Chiropractic college, but does not earn a bachelor's degree.

COMBINED BACCALAUREATE / DOCTOR OF CHIROPRACTIC OPTION

The University of Bridgeport School of Arts and Sciences and College of Chiropractic offer a seven year coordinated program leading to a combined Baccalaureate and Doctor of Chiropractic degree. Students enrolled in this option complete three years (at least 90 credits) of undergraduate coursework, including all required core courses in the University of Bridgeport curriculum. Students who successfully complete their first three years at the University of Bridgeport, and who comply with the requirements for admission to the University of Bridgeport College of Chiropractic described above may be granted admission into the College of Chiropractic.

Upon acceptance and entrance into the College of Chiropractic, the student may transfer up to 30 semester hours of basic science coursework in the College of Chiropractic to their undergraduate record to be applied towards completion of the B.S. or B.A. degree in Biology. A student must have a 2.50 grade point average in the College of Chiropractic and earned a grade of “C” or better in any course to be transferred. Courses which may be transferred for undergraduate credit are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 511</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>AN 512</td>
<td>Functional Anatomy &amp; Biomechanics I: Spine</td>
<td>5</td>
</tr>
<tr>
<td>BC 511</td>
<td>Biochemistry, Metabolism &amp; Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>AN 513</td>
<td>General Anatomy I: Viscera</td>
<td>4.5</td>
</tr>
<tr>
<td>AN 514</td>
<td>Embryology I</td>
<td>1</td>
</tr>
<tr>
<td>PH 521</td>
<td>Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>NS 521</td>
<td>Neuroscience I</td>
<td>3</td>
</tr>
<tr>
<td>AN 525</td>
<td>General Anatomy II: Head &amp; Neck</td>
<td>4.5</td>
</tr>
<tr>
<td>AN 526</td>
<td>Functional Anatomy &amp; Biomechanics II: Extremities</td>
<td>5</td>
</tr>
<tr>
<td>AN 527</td>
<td>Embryology II</td>
<td>1</td>
</tr>
<tr>
<td>NS 612</td>
<td>Neuroscience II</td>
<td>5</td>
</tr>
<tr>
<td>PH 612</td>
<td>Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MB 621</td>
<td>Microbiology</td>
<td>5</td>
</tr>
</tbody>
</table>

Upon satisfactory completion of all requirements for the baccalaureate degree, including the needed basic science appropriate Chiropractic courses, the School of Arts and Sciences will award the degree. Requirements for the B.A. or B.S. degree in Biology are listed under Biology. Requirements for the Bachelor of Science in General Studies degree are listed under General Studies.

The student must work closely with the undergraduate advisor to insure all required courses for the baccalaureate degree as well as prerequisites for Chiropractic College are fulfilled. This is especially important in earning the first 90 credits towards the degree before entering Chiropractic College.

To be accepted for the Doctor of Chiropractic degree program, the student must:

- maintain a minimum grade point average of 2.50 with a minimum grade of “C” in all undergraduate courses required by the University of Bridgeport College of Chiropractic;
- schedule a meeting with the Director of Admissions of the University of Bridgeport College of Chiropractic immediately upon matriculation at the University of Bridgeport, indicating intent to continue into the Doctor of Chiropractic program upon completion of prerequisite under-
graduate study. Pre-chiropractic advise-
ment will be coordinated with the stu-
dent’s undergraduate advisor;

• submit an application for admission to
the Director of Admissions of the Univer-
sity of Bridgeport College of Chiropractic
prior to registering for the fifth semester
of pre-chiropractic study at the University
of Bridgeport;

• successfully complete a personal inter-
view with members of the Admissions
Committee of the University of Bridge-
port College of Chiropractic during the
final semester of pre-chiropractic study.

** Students in this program who complete the
requirements for admission into the College
of Chiropractic with a grade point average of
3.00 or higher and a grade of "B" or better
in each of the science prerequisites will be
granted preferred status for admission into
the University of Bridgeport College of Chi-
ropractic for the entry date of their choice.

COMPLETE BACCALAUREATE
FOLLOWED BY DOCTOR OF
CHIROPRACTIC OPTION

Under this option, the student completes the
baccalaureate degree, making sure all en-
trance requirements for Chiropractic College
are satisfied. The student then, if accepted,
enters Chiropractic College.

Prospective students with questions about
any of the above programs and options
may contact:

Spiros Katsifis, Ph.D.
Chair of Biology
Charles Dana Hall
Telephone: (203) 576-4265
E-mail: skatsif@bridgeport.edu

Edward Geist, Ph.D.
Advisor to Pre-Chiropractic
General Studies Major
Bryant Hall
Telephone: (203) 576-4956
E-mail: edwgeist@bridgeport.edu
Pre-Naturopathic Programs

Undergraduate options of pre-naturopathy are offered in the Biology and Bachelor of Science in General Studies majors. In both of these programs the student earns a bachelor's degree which provides requirements for entrance into the College of Naturopathic Medicine and additional skills that will assist the students in their studies once there.

The University of Bridgeport's Biology major offers both the B.S. and B.A. degrees. The major provides a rigorous scientific and technical program for the pre-naturopathic student. The program is described in the section on Biology degrees.

The University of Bridgeport's Bachelor of Science in General Studies degree program provides the student with the opportunity to create a program in consultation with their advisor, that may fit the individual student's particular needs.

Both of these majors fulfill the University of Bridgeport's College of Naturopathic Medicine's minimum entrance requirements which are:

1. Completion of a baccalaureate degree, taken in an accredited degree-granting institution, with a minimum quality point ratio of 2.50 on a 4.00 scale.
2. Completion of the following specific courses as part of their professional preparation:
   - Communication/Language Skills
     6 semester hours
   - Psychology
     3 semester hours
   - Social Science
     3 semester hours
   - Humanities
     3 semester hours
   - Electives (Social Science/Humanities)
     9 semester hours
   - General Biology/Zoology/Anatomy & Physiology (with lab)
     8 semester hours
   - General Chemistry (with lab)
     8 semester hours
   - Organic Chemistry (with lab)
     8 semester hours
   - General Physics (with lab)
     8 semester hours
3. All biology/zooology/anatomy & physiology, chemistry, and physics courses must:
   - be suitable for students majoring in the sciences,
   - consist of a first semester and second semester course in each subject
   - be passed with a grade of "C" (2.00 on a 4.00 scale) or better with a cumulative quality point ratio of 2.50 or better,
   - have a related laboratory, and
   - have been taken within the past seven years.

Prospective students with questions about any of the above programs and options may contact:
Leanne Proctor
Director of Admissions
College of Naturopathic Medicine
Telephone: (203) 576-4108
E-mail: lproctor@bridgeport.edu
Graduate Studies Division

**Administration**

**Senior Vice President for Graduate Studies and Research, Dean:** Tarek Sobh
School of Engineering
Engineering Technology Building
221 University Avenue
Telephone: (203) 576-4111
Fax: (203) 576-4766
E-mail: sobh@bridgeport.edu

**Dean:** Manyul Im
School of Arts and Science
Charles Dana Hall
169 University Avenue
Telephone: (203) 576-4271
Fax: (203) 576-4051
E-mail: manyulim@bridgeport.edu

**Dean:** Lloyd Gibson
School of Business
Mandeville Hall
230 Park Avenue
Telephone: (203) 576-4384
Fax: (203) 576-4388
E-mail: llgibson@bridgeport.edu

**Associate Dean:** Arthur McAdams
School of Business - Marketing
Mandeville Hall
Telephone: (203) 576-4363
E-mail: mba@bridgeport.edu

**Dean:** Allen Cook
School of Education
Carlson Hall
303 University Avenue
Telephone: (203) 576-4192
Fax: (203) 576-4102
E-mail: acook@bridgeport.edu

**Associate Vice President for Graduate Programs:** Khaled Elleithy
School of Engineering
Engineering Technology Building
Telephone: (203) 576-4703
Email: elleithy@bridgeport.edu

**Vice President and Dean:** Thomas Ward
College of Public and International Affairs
Carlson Hall
303 University Avenue
Telephone: (203) 576-4966
Fax: (203) 576-4967
Email: ward@bridgeport.edu

---

**Associate Dean for Business Development and Outreach:** Gad Selig
Schools of Business and Engineering
Mandeville Hall – Room 302
230 Park Avenue
Telephone: (203) 576-4870
Email: gadselig@bridgeport.edu

---

**GRADUATE STUDIES DIVISION PROGRAMS**

The Graduate Studies Division is responsible for the management and administration of graduate and professional programs, graduate concentration areas, certificates and dual graduate degree programs at the University of Bridgeport.

The following graduate programs in the College of Public and International Affairs and Schools of Arts and Sciences, Business, Education and Engineering are the current programs that participate in the activities of the Graduate Studies Division.

1. M.S. (Biomedical Engineering)
2. M.S. (Computer Science)
3. M.S. (Computer Engineering)
4. M.S. (Counseling)
5. M.S. (Electrical Engineering)
6. M.A. (Global Development and Peace)
7. M.A. (Global Media & Communication Studies)
8. M.S. (Mechanical Engineering)
9. M.S. (Technology Management)
10. M.B.A. (Masters of Business Administration)
11. M.A. (East Asian Pacific Rim Studies)
12. M.S. (Computer Engineering)
13. Ph.D. (Computer Science and Engineering)
14. Ph.D. (Technology Management)
15. Ed.D. (Educational Leadership)

Students accepted into a Master's Degree Program at the University may wish to simultaneously pursue a second Master's Degree. This is permitted subject to the following:

Students wishing to pursue a second Master's Degree must apply to and be accepted into the second Master's Degree Program. Their application should identify the degree they are already pursuing and clearly state that, if accepted, they will be simultaneously enrolled in two degree programs.

Students must meet all of the requirements of each degree in order to be awarded the degree.

In the event that there is course overlap between the two programs, such as might for example be the case with Master's Degrees in Engineering or Master's Degrees in Technology Management and Business, the total number of hours for the two degrees will not be less than 48.
Undergraduate Degree Programs
Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: traynor@bridgeport.edu

Faculty Contact: David Kohn
Mandeville Hall, Room 202
Telephone: (203) 576-4371
Fax: (203) 576-4388
E-mail: dkohn@bridgeport.edu

Curriculum and Program Requirements
The accounting curriculum provides an opportunity for students with varied interests to obtain a broad-based understanding of the role of accounting in the measurement and communication of financial and economic data. A number of interdisciplinary courses have been designed for those students wishing a maximum overview of multinational issues in accounting and taxation as well as for those students who intend to pursue more advanced studies in accounting. Accounting students who expect to take the Certified Public Accountant professional examinations should select elective courses with the approval of and in consultation with the Chair of the Accounting Department.

The University Core Curriculum requires passing the mathematics competency exam or taking Mathematics 105. This competency is a prerequisite for CAIS 101. Students anticipating graduate study in Business are advised to take Calculus as a free elective.

Upper Division coursework provides students with a common body of managerial knowledge, multinational business studies, study in a major field, and an internship or business development project. The concentration of professional courses in the last two years builds upon the broad-based analytical tools and liberal arts foundation of the first two years.

Management 350, Business Policy and Strategy, is the Capstone Course of this degree program. The final examination of this course shall constitute, therefore, an outcome assessment of what the student has learned in the program. This examination, normally an extensive and comprehensive case study, will be graded by several faculty members representing different and relevant disciplines.

Learning Outcomes

LEARNING OBJECTIVES
Students 1) acquire the knowledge necessary for an understanding of business data; 2) develop the technical skills necessary to measure, analyze, and interpret economic data; 3) learn how to effectively communicate economic data; and 4) acquire the accounting foundation that enables them to pursue advanced study required for the successful completion of the CPA exam.

ASSESSMENT
Students are evaluated with exams, homework assignments and oral presentations. Students will be evaluated and benchmarked with a standardized accounting test. This will ensure their preparation for graduate study towards the CPA exam. Students’ accounting knowledge and skills also will be tested with a program specific exam when they begin and finish their accounting program. Students must earn a grade of “C” or higher in each Accounting major course.

Summary of Requirements

CREDITS
General Education Requirements 33
Business Program Requirements 60
Accounting Electives 18
Free Electives 9

PROGRAM REQUIREMENTS
AGCT 101 Principles of Accounting I 3
AGCT 102 Principles of Accounting II 3
AGCT 103 Managerial/Cost Accounting 3
AGCT 210 Financial Accounting Systems 3
BLAW 251 Business Law I 3
BIAD 101 Introduction to Business 3
BIAD 102 Business Communications 3
BIAD 382 Senior Project/Internship 3
CAIS 101 Statistics 3
CAIS 191 Computer Concepts 3
CAIS 201 Introduction to CAIS 3
ECON 201 Principles of Economics - Macro 3
ECON 202 Principles of Economics - Micro 3
ENGL 202 Advanced Composition (for Business) 3
FIN 301 Advanced Financial Management 3
MGMT 301 Decision Making and Ethics 3
MGMT 302 Operations Management 3
MGMT 320 Business Planning 3
MGMT 350 Business Policy and Strategy 3
MKTG 205 Principles of Marketing 3

Plus eighteen semester hours of accounting electives courses from:
AGCT 300 Intermediate Accounting I 3
AGCT 301 Intermediate Accounting II 3
AGCT 302 Multicultural Management 3
AGCT 311 Taxation of Individuals 3
AGCT 312 Taxation of Entities 3
AGCT 327 Multinational Accounting 3
AGCT 335 Auditing 3

9

GENERAL EDUCATION REQUIREMENTS
ENGL 101 Composition and Rhetoric 3
FYS 101 First Year Seminar 3
MATH 105 Intermediate Algebra 3
SCI 101 Introduction to Science 3
SCI 101 Scientific Inquiry 3

Suggested Program

FIRST SEMESTER
BUAD 101 Introduction to Business 3
ENGL 101 Composition and Rhetoric 3
MATH 105 Intermediate Algebra 3

SECOND SEMESTER
AGCT 101 Principles of Accounting I 3
ENGL 202 Advanced Composition (for Business) 3
CAIS 191 Computer Concepts 3
SCI 101 Introduction to Science 3
BUAD 102 Business Communications 3

THIRD SEMESTER
MGMT 200 Work Force Dynamics 3
ECON 201 Principles of Econ - Macro 3
SOC 101 Introduction to Sociology 3
SCI 101 Scientific Inquiry 3
AGCT 103 Managerial Accounting 3

FOURTH SEMESTER
ECON 201 Principles of Econ - Macro 3
CAIS 101 Statistics 3
MKTG 205 Principles of Marketing 3
FIN 301 Advanced Financial Management 3
SOC 101 Introduction to Sociology 3

Total Semester Hours 120
Accounting Bachelor of Science Degree

FIFTH SEMESTER

- Major Elective 3
- MGMT 301 Operations Management 3
- HUM Humanities Core 3
- ACCT 102 Principles of Act II 3
- ACCT 210 Financial ACCT Systems 3

SIXTH SEMESTER

- BLAW 251 Business Law I 3
- CAIS 201 Introduction to CAIS 3
- MGMT 320 Business Planning 3
- HUM Humanities Core 3
- Free Elective 3

SEVENTH SEMESTER

- BUAD 382 Senior Project/Internship 3
- Major Elective 9
- Free Elective 3

EIGHTH SEMESTER

- MGMT 350 Business Policy and Strategy 3
- CAPS 390 Capstone Seminar 3
- Major Electives 6
- Free Elective 3

Total Semester Hours 120

INTERNSHIP/CO-OP

Students are encouraged to pursue additional co-op experience as described on page 35 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student’s degree program.
The Biology Department offers a Bachelor of Arts and a Bachelor of Science degree in Biology. Students are introduced in laboratory training to Molecular Biology, Microbiology, Immunology, Toxicology, Analytical Techniques and Tissue Culture. Both degrees prepare students to pursue a traditional graduate biology degree or to successfully enter a graduate school in Biomedical Science, Biotechnology or Allied Health and Health Professions. Biology graduates can enter the work force in government, the pharmaceutical or chemical industry, EPA, FDA, NIH or other research institutions. Students upon successful completion of two semesters in the general biology program may apply to pursue a specific option in biology such as:

BIOMEDICAL SCIENCE / BIOTECHNOLOGY

Students interested in pursuing a career in Biomedical Science or Biotechnology follow the basic biology curriculum. For their elective courses they should choose from the following: Microbiology (BIOL 320), Human Anatomy and Physiology (BIOL 113, 114), Comparative Anatomy (BIOL 210), Biochemistry (CHEM 365), Immunology (BIOL 441), Toxicology (BIOL 444), Histology (BIOL 303), Embryology (BIOL 328), and Biostatistics (BIOL 203B). Students should participate in a summer research program for practical experience in their field of study. A research project is required.

ENVIRONMENTAL BIOLOGY

Students who choose an option in Environmental Biology should take elective courses such as Environmental Health (BIOL 418), Marine Biology (BIOL 380), Microbiology (BIOL 320), Toxicology (BIOL 444), Environmental Geology (GEOL 205), Marine ecology (BIOL 430), Biostatistics (BIOL 203B) and field work. Participation in a summer study program is recommended.

MARINE BIOLOGY

A marine biology option in the Biology major takes advantage of the University’s location on Long Island Sound and proximity to several marine research laboratories and teaching institutions. Students electing the marine biology option follow the basic biology curriculum. Elective courses should include marine related courses: e.g. marine ecology, invertebrate zoology, environmental health, microbiology, microbial ecology, fieldwork, and analytical chemistry. Students are strongly encouraged to participate in summer internships and directed research.

ECOLOGY/EVOLUTION

Students interested in a career in Ecology/Evolution should include courses such as Marine Ecology (BIOL 430), Comparative Anatomy (BIOL 210), Biostatistics (BIOL 203B) and field work. Students should use their independent research course to complete a project for participation at a National Meeting.

TOXICOLOGY

The Biology Program offers a concentration in General Toxicology/Forensic Toxicology. Interested students should follow the basic biology curriculum and their elective courses should be selected from the following: General Toxicology (BIOL 444), Physical Chemistry (CHEM 319 or 320), Biochemistry (CHEM 365), Instrumental Analysis (CHEM 361), Immunology (BIOL 441), Microbiology (BIOL 320), Environmental Health (BIOL 418) and Biostatistics (BIOL 203B). Students are advised to participate in a summer research program related to their field. A research project is required.

PRE-HEALTH PROFESSIONAL OPTIONS

The Biology Major offers pre-health professional options in Pre-Medicine, Pre-Dentistry, Pre-Veterinary, Pre-Pharmacy, Pre-Chiropractic, Pre-Naturopathic, Pre-Osteopathic, Pre-Occupational Therapy, Pre-Physician Assistant and Pre-Physical Therapy and Pre-Nutrition.

BIOLOGY MINOR

Students wishing to obtain a minor in Biology must take Biology 101, 102, 211, 223, and one additional Biology course of at least 3 credits at the 200 level or higher.

Learning Outcomes

By completing the Biology program, students will:

1. be able to read and interpret current biological literature, formulate scientific hypotheses, design and execute experiments, and analyze and interpret data.
2. have mastered the fundamental principles of cell/molecular /organism biology.
3. have training necessary to apply biological, biomedical and biotechnological principles and techniques to human health and well-being from a holistic/wellness perspective.
4. have awareness and appreciation of interdisciplinary interactions among other disciplines in the natural sciences, mathematics and cognate fields.
5. have awareness to appreciate the beauty, complexity and fragility of our biosphere, and the intricate dynamics of balancing systems within the biosphere.
6. have critical tools to exercise responsibility and stewardship of the biosphere by assuming positions of leadership in our global society.
GENERAL EDUCATION REQUIREMENTS

ENGL C101 Composition & Rhetoric 3
MATH 109 Precalculus 4
HUM Humanities Core 3
HUM Humanities Elective 3
FA Fine Arts Core 3
SOSC Social Science Core 3
SOSC Social Science Elective 3
Foreign Language 6
CHEM 103 General Chemistry I 4
CHEM 104 General Chemistry II 4
FYS 101 First Year Seminar 3
CAPS C390 Capstone Seminar 3

42

ELECTIVES ___________________________ 22
Total Semester Hours _________________120

Suggested Program

FRESHMAN YEAR
BIOL 101 General Biology I 4
BIOL 102 General Biology II 4
CHEM 103 General Chemistry I 4
CHEM 104 General Chemistry II 4
ENGL C101 Composition & Rhetoric 3
MATH 109 Precalculus 4
FA Fine Arts Core 3
FYS 101 First Year Seminar 3

29

SOPHOMORE YEAR
BIOL 211 General Physiology 4
BIOL 223 Ecology 4
CHEM 205 Organic Chemistry I 4
CHEM 206 Organic Chemistry II 4
HUM Humanities Core 3
FA Fine Arts Core 3

31

JUNIOR YEAR AND SENIOR YEAR
BIOL 307 Genetics 3
BIOL 321 Cell Physiology 4
BIOL 443 Molecular Biology 4
SOSC Social Science Core 3
SOSC Social Science Elective 3
PHYS 202 General Physics I 4

59

Total Semester Hours _________________120

1. As approved by the Department.
2. Biology and cognate courses at the 200 level or higher.
3. Pre-Health professional students are strongly encouraged to take Bio-113, 114, Human Anatomy and Physiology, and Psych 103, General Psychology.

BIOLOGY, BACHELOR OF SCIENCE

The Bachelor of Science in Biology is for students who wish to pursue a career that requires further study at the graduate or professional level. Students interested in scientific research or one of the health professions should follow the B.S. degree program.

Summary of Requirements

PROGRAM REQUIREMENTS

BIOL 101 General Biology I 4
BIOL 102 General Biology II 4
BIOL 211 General Physiology 4
BIOL 223 Ecology 4
BIOL 307 Genetics 3
BIOL 321 Cell Physiology 3
BIOL 443 Molecular Biology 4
BOTANY, BACHELOR OF SCIENCE

The Bachelor of Science in Botany is for students who wish to pursue a career in the field of botany, or who wish to pursue graduate study in botany. Students interested in scientific research or one of the health professions should follow the B.S. degree program.

Summary of Requirements

PROGRAM REQUIREMENTS

BIOL 101 General Biology I 4
BIOL 102 General Biology II 4
BIOL 211 General Physiology 4
BIOL 223 Ecology 4
BIOL 307 Genetics 3
BIOL 321 Cell Physiology 3
BIOL 443 Molecular Biology 4
Suggested Program

FRESHMAN YEAR
BIOL 101 General Biology I 4
BIOL 102 General Biology II 4
CHEM 103 General Chemistry I 4
CHEM 104 General Chemistry II 4
ENGL C101 Composition & Rhetoric 3
MATH 109 Precalculus 4
FA Fine Arts Core 3
FYS 101 First Year Seminar 3

30

SOPHOMORE YEAR
BIOL 211 General Physiology 4
BIOL 223 Ecology 4
CHEM 205 Organic Chemistry I 4
CHEM 206 Organic Chemistry II 4
HUM Humanities Core 3
FA Fine Arts Core 3

31

JUNIOR YEAR AND SENIOR YEAR
BIOL 307 Genetics 3
BIOL 321 Cell Physiology 4
BIOL 443 Molecular Biology 4
SOSC Social Science Core 3
SOSC Social Science Elective 3
PHYS 202 General Physics I 4
PHYS 202 General Physics II 4

59

Total Semester Hours _________________120

1. Biology and cognate courses at the 200 level or higher.
2. Pre-Health professional students are strongly encouraged to take Bio-113, 114, Human Anatomy and Physiology, and Psych 103, General Psychology.
Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: traynor@bridgeport.edu

Curriculum and Program Requirements

The Associate in Arts in Business Administration provides options for students who want only two years of college study and students who are not certain about their degree objectives.

This degree program requires that all freshman and sophomore core business courses and business prerequisites, as well as University core requirements, be completed with an average grade of “C” or better.

Two-year business study at the University of Bridgeport provides many advantages not usually available to community college or two-year college students.

All the resources of the university are available to two-year students. This includes planning/placement services and all of the social, sports and extracurricular activities of the campus.

Students receive all the guidance and advising of a small, private two-year college, while completing their studies in the environment of a major university.

Learning Outcomes

LEARNING OBJECTIVES

Students 1) acquire basic general business knowledge; 2) develop practical technical skills necessary for initially pursuing a junior level entry position; 3) learn how to communicate with others in their organization; and 4) understand the role of business in the larger society.

ASSESSMENT

Students will be evaluated with a program specific exam related to the basic business courses at the beginning and end of their two-years of undergraduate study. Students are evaluated by course level exams, assignments, projects and oral presentations.

Summary of Requirements

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Program Requirements</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Program Requirements</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 102 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 101 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 102 Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>LAW 251 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT302 Multicultural Management</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201 Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202 Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ENGL C101 Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>FA Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SCI Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours 60

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Suggested Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101 Principles of Accounting I</td>
</tr>
<tr>
<td>CAIS 191 Computer Concepts</td>
</tr>
<tr>
<td>ENGL C101 Composition and Rhetoric</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Suggested Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 102 Principles of Accounting II</td>
</tr>
<tr>
<td>CAIS 101 Statistics</td>
</tr>
<tr>
<td>ENGL 202 Advanced Composition</td>
</tr>
<tr>
<td>SCI Natural Science Core</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Suggested Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAIS 102 Applied Statistics</td>
</tr>
<tr>
<td>ECON 201 Principles of Economics - Macro</td>
</tr>
<tr>
<td>FA Fine Arts Core</td>
</tr>
<tr>
<td>LAW 251 Business Law I</td>
</tr>
<tr>
<td>SOSC Social Sciences Core</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Suggested Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 202 Principles of Economics - Micro</td>
</tr>
<tr>
<td>MGMT302 Multicultural Management</td>
</tr>
<tr>
<td>SCI Natural Science Core</td>
</tr>
<tr>
<td>SOSC Social Science Core</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Total Semester Hours 60

INTERNSHIP/CO-OP

Students are encouraged to pursue additional co-op experience as described on page 35 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student’s degree program.
Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4888
E-mail: traynor@bridgeport.edu

Curriculum and Program Requirements

The Business Administration major provides the maximum flexibility in course selection for a student to fulfill both personal and professional goals. Upon completion of University and College core requirements the student may pursue a myriad of unique combinations of study to satisfy either a general or specific purpose. This includes combining study from two or three of the major disciplines of study within the college including those disciplines not listed in this catalog such as Economics and Management Information Systems, and combinations with other colleges at the University. In all cases the student's study program must be approved by the student's faculty advisor.

Students interested in adding a Teacher Certification to a program in Business Administration can do so. A brief description of the teacher certification requirements appears elsewhere in this catalog under the School of Education section.

The Bachelor of Science degree in Business Administration permits a student, upon completion of the core business requirements and prerequisites applicable to all business degrees, to create a unique combination of courses in business or other academic disciplines.

All business courses listed under each major description or course description section of this catalog.* Specific course requirements are described under each major description or course description section of this catalog.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING OBJECTIVES</td>
</tr>
</tbody>
</table>

Students 1) acquire basic general business knowledge; 2) integrate knowledge across the business disciplines; 3) learn how to communicate with others in their organization; and 4) acquire in-depth knowledge and skills related to a particular discipline and career path.

### Suggested Program

**FIRST SEMESTER**
- BUAD 101 Introduction to Business 3
- ENGL 101 Composition & Rhetoric 3
- MATH C105 Intermediate Algebra 3
- FY 101 First Year Seminar 3
- Fine Arts 3

**SECOND SEMESTER**
- ACCT 101 Principles of Accounting I 3
- ENGL 202 Advanced Composition (for Business) 3
- CAIS 191 Computer Concepts 3
- SCI Natural Sciences Core 3
- BUAD 102 Business Communications 3

**THIRD SEMESTER**
- MGMT 200 Work Force Dynamics 3
- ECON 202 Principles of Economics – Micro 3
- SOSC Social Science Core 3
- SCI Natural Sciences Core 3
- ACCT 103 Managerial Accounting 3

**FOURTH SEMESTER**
- ECON 201 Principles of Economics – Macro 3
- CAIS 101 Statistics 3
- MKTG 205 Principles of Marketing 3
- SOSC Social Science Core 3

**FIFTH SEMESTER**
- Major Elective 3
- MGMT 301 Operations Management 3
- HUM Humanities Core 3
- Free Elective 6

**SIXTH SEMESTER**
- BLAW 251 Business Law I 3
- CAIS 201 Introduction to CAIS 3
- MGMT 320 Business Planning 3
- HUM Humanities Core 3
- Free Elective 3

---

**Assessment**

Students will be evaluated with a program specific exam related to the basic business courses at the beginning and end of their undergraduate study. Students are evaluated by course level exams, assignments, projects and oral presentations.

**Summary of Requirements**

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements 33</td>
</tr>
<tr>
<td>Business Administration Program Requirements 72</td>
</tr>
<tr>
<td>Free Electives 15</td>
</tr>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

**PROGRAM REQUIREMENTS**
- ACCT 101 Principles of Accounting I 3
- ACCT 103 Managerial/Cost Accounting 3
- BLAW 251 Business Law I 3
- BUAD 101 Introduction to Business 3
- BUAD 102 Business Communications 3
- BUAD 302 Senior Project/Internship 3
- CAIS 101 Statistics 3
- CAIS 191 Computer Concepts 3
- CAIS 201 Introduction to CAIS 3
- ECON 201 Principles of Economics - Micro 3
- ECON 202 Principles of Economics - Macro 3
- FYS 101 First Year Seminar 3
- MATH C105 Intermediate Algebra 3
- MGMT 200 Work Force Dynamics 3
- MGMT 301 Operations Management 3
- MGMT 320 Business Planning 3
- MGMT 350 Business Policy and Strategy 3
- MKTG 205 Principles of Marketing 3
- Business Electives 18

**GENERAL EDUCATION REQUIREMENTS**
- ENGL 101 Composition and Rhetoric 3
- FY 101 First Year Seminar 3
- MATH C105 Intermediate Algebra 3
- SCI Natural Sciences Core 3
- HUM Humanities Core 3
- FA Fine Arts Core 3
- CAPS 390 Capstone Seminar 3
- SOSC Social Sciences Core 3

**FREE ELECTIVES**
- May be selected from any University courses with the permission of the advisor.
- Free Electives 15

**Total Semester Hours** _________________120

*The 12 credits (4 courses) of business electives may be selected from Accounting, Economics, Finance, International Business, Management and Industrial Relations, and Marketing.

Students must earn a grade of “C” or higher in each of the four business electives.

Free electives (15 credits) may be selected from any University courses with the permission of the advisor.
Business Administration  Bachelor of Science Degree

SEVENTH SEMESTER
BUAD 382  Senior Project/Internship  3
       Major Elective  9
       Free Elective  3

EIGHTH SEMESTER
MGMT 350  Business Policy and Strategy  3
CAPS 390  Capstone Seminar  3
       Major Electives  6
       Free Elective  3

Total Semester Hours 120

INTERNSHIP/CO-OP
Students are encouraged to pursue additional co-op experience as described on page 35 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student’s degree program.
Computer Engineering Bachelor of Science Degree

Chair: Ausif Mahmood
Engineering Technology Building
Telephone: (203) 576-4145
Fax: (203) 576-4765
E-mail: mahmood@bridgeport.edu

Curriculum and Program Requirements

The ever increasing use of the computer in today's world offers expanding opportunities in this field of specialization. This program provides a bridge between the disciplines of electrical engineering and computer science. Graduates can enter such fields as chip design, software engineering, robotics, and a variety of computer-controlled applications. This requires the development of the engineering approach through the understanding of engineering mathematics, digital and analog electronics and control, as well as computer languages, computing theory and computer architecture. Design and problem solving form the heart of the discipline and a variety of computer aided design (CAD) tools are utilized to facilitate learning and implementation.

The graduate from this program will obtain the basic education in the first three years. The final year is utilized to explore specific areas of interest. One can choose a software oriented program including such areas as artificial intelligence, knowledge based systems and software design or a hardware oriented program pointing toward computer or integrated circuit design, robotics and networking.

The engineering approach and knowledge of computer structure are the attributes that make it unique. This program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. A total of 132 semester hours are required for graduation.

TRANSFER POLICY

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport.

Students are able to transfer classes, if approved by the chair and dean, outside the University at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) only at the time of transferring into the program; and based on UB's transfer policy as pertains to evaluation of course descriptions, syllabi and examples of work done in transferred-in classes.

COURSE SUBSTITUTION POLICY

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport; and as per defined in the program requirements. There will be NO course substitutions allowed for these classes as defined in the program requirements. Substitution courses may be allowed at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) with the approval of the Department Chair and School Dean.

Program Objectives

Our Computer Engineering Graduates will:
- Be proficient in defining and solving engineering problems.
- Achieve expertise at developing engineering systems.
- Be effective communicators and team players.
- Appreciate diversity of opinion, understand ethical issues and demonstrate a commitment towards profession.
- Be prepared for lifelong careers and professional growth.

Learning Outcomes

Our Computer Engineering Students will:

1. Demonstrate comprehension of math, science, and basic computer engineering topics.
2. Comprehend the design of computer architectures; and integrated systems having major hardware and software components.
3. Exhibit problem solving skills.
4. Have the ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
5. Work effectively on teams.
6. Demonstrate the ability to identify and apply concepts of engineering economics and project planning.
7. Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions.
8. Demonstrate the ability to plan and conduct laboratory experiments and interpret and report the results.
9. Exercise strong oral and written communication skills including those needed for technical writing.
10. Have an awareness of the need for and demonstrate the ability to keep learning throughout life along with an appreciation of diversity in the world and in intellectual areas.

Summary of Requirements

ENGINEERING CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 210</td>
<td>Digital System Design I</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 286</td>
<td>Microprocessor System Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 101/101a</td>
<td>Introduction to Computing I</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 233/235</td>
<td>Electrical Engineering I w/lab</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>Introduction to Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 300</td>
<td>Econ. and Management of Engr Project</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MEENG 223</td>
<td>Materials Science for Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPEG 312</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 315</td>
<td>Digital Systems Design II w/lab</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 387</td>
<td>Embedded System Design</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 308</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 347/348</td>
<td>Logic Synthesis/LSI Design</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 349 A,B</td>
<td>CPEG Senior Design Project</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 389</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS 101/101a</td>
<td>Introduction to Computing II</td>
<td>4</td>
</tr>
<tr>
<td>CS 227</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 234/236</td>
<td>Network Analysis II w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>CS 348</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>CS 317</td>
<td>Intro to Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 333</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Technical Writing for CPEG</td>
<td>1</td>
</tr>
<tr>
<td>MATH 214/214</td>
<td>Linear Algebra/Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary: 37 courses

121
## Computer Engineering Bachelor of Science Degree

### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 111/112</td>
<td>Principles of Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>INTST C101B</td>
<td>Computer Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hour: 132

### Suggested Program

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Principles of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 101/101a</td>
<td>Introduction to Computing I</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>Introduction to Engineering I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTST C101B</td>
<td>Computer Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 102/102a</td>
<td>Intro. to Computing II (Data Structures &amp; Algorithms)</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 227</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>Principles of Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 215</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 233/235</td>
<td>Electrical Engineering I w/lab</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 210</td>
<td>Digital System Design I</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 223</td>
<td>Material Science for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 234/236</td>
<td>Network Analysis II w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 286</td>
<td>Microprocessor System Design</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Technical Writing for CPEG</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Fifth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 300</td>
<td>Econ. and Management of Engr Proj.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 317</td>
<td>Intro to Controls Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 315</td>
<td>Digital Design II w/lab</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 387</td>
<td>Embedded System Design</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Sixth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPEG 312</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 214/314</td>
<td>Linear Algebra/Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 348</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
</tbody>
</table>

### Seventh Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPEG 349A</td>
<td>CPEG Senior Design Project</td>
<td>1</td>
</tr>
<tr>
<td>ELEG 333</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 389</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CPEG</td>
<td>Technical Electives</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 347/348</td>
<td>Logic Synthesis/LSI Design</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Eighth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPEG 349B</td>
<td>CPEG Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 308</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Technical Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Technical Elective – This elective must be chosen from any senior level/graduate level course in CPEG /CPSC/ELEG like CPEG 371, CPEG 410, CPEG 415, CPEG 460, CPEG 472, CPEG 473, CPEG 540, CPSC 400, CPSC 440, ELEG 451, ELEG 458*
**Computer Science Bachelor of Science Degree**

Chair: Ausif Mahmood  
Engineering Technology Building  
Telephone: (203) 576-4145  
Fax: (203) 576-4765  
E-mail: mahmood@bridgeport.edu

**Curriculum and Program Requirements**

Today, computing is an enormously vibrant field. From its inception just half a century ago, computing has become the defining technology of our age. Computers are integral to modern culture and are the primary engine behind much of the world's economic growth. The field, moreover, continues to evolve at an astonishing pace. New technologies are introduced continually, and existing ones become obsolete in the space of a few years. The rapid evolution of the discipline has a profound effect on computing education, affecting both content and pedagogy.

Computer science core courses provide basic coverage of algorithms, data structures, software design, concepts of programming languages, and computer organization and architecture. Theoretical foundations, program analysis, and solution design are stressed within the program's core materials. Students are exposed to a variety of programming languages and systems and become proficient in more than one higher-level language. A total of 130 semester hours is required for graduation.

**Program Objectives**

Our Computer Science Students will:

- Be proficient in defining and solving problems appropriate to computer science.
- Achieve expertise at developing software systems.
- Be effective communicators and team players.
- Appreciate diversity of opinion, understand ethical issues and demonstrate a commitment towards profession. Be prepared for lifelong careers and professional growth.

**Learning Outcomes**

Our Computer Science Students will:

1. Demonstrate comprehension of math, science, and basic computer science topics.
2. Have the ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.
3. Exhibit problem solving skills.
4. Have the ability to use techniques, skills, and modern software tools necessary for professional practice.
5. Work effectively in teams.
6. Demonstrate the ability to identify and apply concepts of engineering economics and project planning.
7. Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions.
8. Demonstrate the ability to plan and conduct laboratory experiments and interpret and report the results.
9. Exercise strong oral and written communication skills including those needed for technical writing.

**Summary of Requirements**

**Mathematics Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110/112</td>
<td>8</td>
</tr>
<tr>
<td>MATH 215</td>
<td>4</td>
</tr>
<tr>
<td>MATH 323</td>
<td>3</td>
</tr>
<tr>
<td>MATH 214</td>
<td>3</td>
</tr>
<tr>
<td>MATH 314 or CPSC 340</td>
<td>4</td>
</tr>
</tbody>
</table>

**General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 111, 112</td>
<td>8</td>
</tr>
<tr>
<td>INTST C101B</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>6</td>
</tr>
<tr>
<td>CPSC C390</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Program**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 101/101a</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>4</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 102/102a</td>
<td>4</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 201</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>4</td>
</tr>
<tr>
<td>PHYS/CHEM/BIOL</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 203</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 210</td>
<td>3</td>
</tr>
</tbody>
</table>
# Computer Science Bachelor of Science Degree

**FIFTH SEMESTER**
- CPSC 300 Economics & Management of Computing Projects 3
- MATH 323 Probability and Statistics 3
- CPSC 301 Programming Languages 3
- SOSC Social Science Core 3
- CPSC 329 Fundamentals of Algorithms 3
- CPEG 286 Microprocessor System Design 3

**SIXTH SEMESTER**
- CPEG 408 Operating Systems 3
- Humanities Elective I 3
- CPSC Elective I 3
- SOSC Social Science Core 3
- CPSC 311 Computer Architecture 3
- Technical Elective I 3

**SEVENTH SEMESTER**
- CPSC 450 Database Design 3
- CPEG 489 Software Engineering 3
- CPEG 471 Data and Computer Communications 3
- CPSC Elective II 3
- Technical Elective II 3
- CPSC 449A Senior Design Project 1

**EIGHTH SEMESTER**
- CAPS C390 Capstone Seminar 3
- Free Elective 3
- CPSC Elective III 3
- Humanities Elective II 3
- CPSC 449B Senior Design Project 3

**Total Semester Hours** 130
Chair: William Lay
Carlson Hall, Room 227
Telephone: (203) 576-4202/4966
Fax: (203) 576-4967
E-mail: wlay@bridgeport.edu

Curriculum and Program Requirements

The College of Public and International Affairs’ B.A. in Criminal Justice and Human Security degree allows students interested in pursuing a career in criminal justice to develop expertise in the international dimensions of public safety. Students in the degree may choose from one of three areas of concentration:

- Human Security
- Comparative Justice
- Criminology

The degree requires two years of college-level study of a foreign language or demonstrated working competency in a foreign language. In addition to Spanish and French, students have the option of choosing from Arabic, Chinese, Japanese, Korean and Russian.

Interested students also have the option of earning a Master’s degree in Business Administration or in Global Development and Peace by completing a fifth year of study beyond the normal years.

UB Criminal Justice track students are also encouraged to take courses in Martial Arts. Internships with law enforcement agencies are also available.

Learning Outcomes

The B.A. in Criminal Justice & Human Security have the following learning outcomes:

1. The B.A. in Criminal Justice & Human Security have the following learning outcomes:
2. Students will demonstrate the progressive acquisition of the oral, written critical thinking skills needed to succeed in graduate level study as well as the required skills for careers in domestic and international security.
3. Students will be able to identify the essential elements of criminal justice.
4. Students will be able to articulate the importance of Human Security and explore its impact on domestic and international security.
5. Students will demonstrate the language skills and intercultural understanding required for effective law enforcement in today’s globalized society.
6. Students will be able to describe the role played by religious, ideological, and cultural views; ethnic and tribal identities; and economic status in rationalizing criminal behavior.
7. Students will demonstrate an understanding of the role played in criminal behavior by socioeconomic inequities and societal injustice, resulting from domestic and non-domestic events.
8. Students will be able to comment on the role played by non-state actors in areas such as the identification of norms, the acceptability of violence and terrorism in promoting policy changes and in preventing crime.

The Criminal Justice and Human Security program requires 39 semester credit hours including 18 credit hours in the program core, 15 credit hours in one of the concentrations, and an additional 6 credit hours in a diversity requirement (one course from each of the other two concentrations). The program will require students to show modern language competency in Arabic, Chinese, Korean, Japanese, Russian, French or Spanish through the intermediate level (four semesters). Students are required to complete 120 credit hours to graduate.

Summary of Requirements

Program Core Courses (required)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS/SOC 118</td>
<td>Introduction to Criminal Justice 3</td>
</tr>
<tr>
<td>CJS 218</td>
<td>Human Security 3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Criminology 3</td>
</tr>
<tr>
<td>SOSC 305</td>
<td>Research Methods 3</td>
</tr>
<tr>
<td>CJS 395</td>
<td>Senior Thesis* 3</td>
</tr>
<tr>
<td>CJS 398</td>
<td>Internship* 3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

One of the three concentrations is required, plus an additional course from each of the other two concentrations.

Human Security Concentration

- PSCI 101 American Government 3
- CJS 205 Law and Economics 3
- PSCI 233 Intro to US Legal System 3
- CJHS 343 Constitutional Law 3
- CJJS 350 Legal Advocacy 3
- CJJS 372 Transnational Crime 3

(Subject to approval of the Department Chair, a student may choose an additional CJHS elective in lieu of the thesis)

Internships can be arranged through the Chair of Criminal Justice and Human Security or through the Office of the Dean of the College of Public and International Affairs.

MINOR IN CRIMINAL JUSTICE

- CJHS/SOC 118 Intro to Criminal Justice 3
- CJS 218 Human Security 3
- Four additional CJHS courses 12

**18**

Concentration on Pre-Law

- CJS/SOC 118 Intro to Criminal Justice 3
- PSCI 101 American Government 3
- PSOC 233 Intro to US Legal System 3
- PSCI 343 Constitutional Law 3
- CJJS 398 Law Internship 3

**15**

125
Dental Hygiene  Associate in Science Degree

Dean: Dr. Marcia Lorentzen
Health Sciences Center, Room 411
Telephone: (203) 576-4138
Fax: (203) 576-4220
E-mail: marcial@bridgeport.edu

Curriculum and Program Requirements

As licensed professional oral health clinicians and educators, dental hygienists practice as members of the dental team, using knowledge of biomedical, dental, clinical, and social sciences to assist individuals and groups in achieving and maintaining optimum oral health. The hygienist provides preventive services, preliminary examinations, radiographs, sealants, non-surgical periodontal therapy, fluoride treatments, Local anesthesia and patient education. As a specialist, the dental hygienist is an integral co-therapist in helping consumers prevent oral disease, arrest existing periodontal (gum) disease, and maintain oral health.

The curriculum of the Fones School of Dental Hygiene provides a broad educational preparation program with a combination of general education and dental hygiene courses. In addition to basic and dental science theory, the program provides education in prevention service and dental health education. Students enter the two-year clinical program following pre-requisites completed through a pre-dental hygiene year or as transfer students into the University.

Dental Hygiene clinic instruments and supplies are issued through the Fones School. These items are distributed throughout the clinical phase of the curriculum, the costs of which are included within the Dental Hygiene special fees.

During the second clinical year, the students receive skills-based education, not only at the Fones Dental Hygiene Health Center on campus, but also through assignments at clinical and educational facilities of school dental health programs, hospitals and community agencies. These assignments are directly supervised by Fones faculty. Students are responsible for providing their own transportation to community agencies.

All courses listed in the dental hygiene curriculum program for the Associate and/or Bachelor of Science degree are required for graduation. The Dental Hygiene student must earn a grade of “C” in all major courses. A student that earns a grade of C- or below in a course in the major field, must obtain a written statement from the School Dean specifying the procedure necessary to remedy the deficiency and remain in the major. Enrollment in the second year is contingent on completing all first year requirements and achieving a cumulative QPR of 2.0.

Qualifications and procedures required of applicants to the Fones School are the same as those described in the chapter on Admissions. Dental Hygiene clinical courses begin in the fall term and the Associate’s degree curriculum is open only to full-time Dental Hygiene students. Clinical students are required to submit a physical, dental, visual acuity report and current cardiopulmonary resuscitation/recognition certification on an annual basis. Student must also submit evidence of Hepatitis B vaccine series seroconversion and PPD tuberculin test. All admitted students are subject to a background check. This procedure will be conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

Learning Outcomes

Through completion of the entry-level dental hygiene curriculum students will achieve the following outcomes:

- Characterize professionalism and responsibility in all health promotion and disease prevention activities.
- Apply a professional code of ethics while adhering to appropriate legal and regulatory measures when providing oral health services.
- Utilize critical thinking, problem solving, and evidence-based decision making in the dental hygiene process of care.
- Provide the dental hygiene process of care (assessment, dental hygiene diagnosis, planning, implementation, evaluation, documentation) for patients/clients in all settings.
- Communicate effectively with and deliver culturally competent, inter-professional health care to individuals and groups from diverse populations.
- Demonstrate the knowledge necessary to assess, plan, implement and evaluate community-based oral health programs.
- Continually perform self-assessment to maintain professional standards and encourage life-long learning.
- Value the need for personal and professional growth through participation in professional activities and associations.
- Understand and master the competencies of Dental Hygiene Professional Practice.

Students will demonstrate professionalism, ethical behavior, evidence-based decision making, competent client care, health promotion, and disease prevention. A set of competencies has been developed to verify ability to perform total client care and develop professionally. Students must demonstrate successful completion of these competencies in order to graduate. Completion of competencies confirm that the student has the ability to safely provide dental hygiene care at an entry level, or what is minimally expected in performance as a new graduate. As a licensed professional who continues in his/her career, experience and continued learning leads one in becoming proficient, or eventually, even an expert in the delivery of care. The Fones School of Dental Hygiene Competencies are posted on the University Website.

Students learn the skills and knowledge necessary to function effectively as an integral member of the dental health team. The program utilizes the facilities of the University of Bridgeport Health Clinics Fones School of Dental Hygiene Health Center, area hospitals, and community health clinics. Specialized course work must be taken in the outlined sequence. DHYG designated courses are open to admitted dental hygiene students only. A minimum grade of C or better (74 or above) is required in ALL dental hygiene courses.

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 123</td>
<td>Oral Anatomy and Embryology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 124</td>
<td>Dental Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 127</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 129</td>
<td>Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 130</td>
<td>Clinical Practice II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 140</td>
<td>Introduction to Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 227</td>
<td>Clinical Practice III</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 228</td>
<td>Clinical Practice IV</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 250</td>
<td>Local Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 252</td>
<td>Dental Public Health</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 253</td>
<td>Oral and General Histology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 250</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 204</td>
<td>Nutritional Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>
## Dental Hygiene Associate in Science Degree

### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 106</td>
<td>Elementary Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 113-114</td>
<td>Anatomy and Physiology I/II</td>
<td>8</td>
</tr>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours**: 27

### Program Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Intro Chem w/lab or equivalent</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 113-114</td>
<td>Anatomy and Physiology I/II</td>
<td>8</td>
</tr>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

### Suggested Program

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 123</td>
<td>Oral Anatomy and Embryology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 124</td>
<td>Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 129</td>
<td>Clinical Practice</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Elementary Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 127</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 130</td>
<td>Clinical Practice II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 140</td>
<td>Introduction to Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 204</td>
<td>Nutritional Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Comm, Hum, Sosc, FAC</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 227</td>
<td>Clinical Practice III</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 230</td>
<td>Local Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 233</td>
<td>Oral and General Histo-Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 250</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 228</td>
<td>Clinical Practice IV</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 232</td>
<td>Dental Public Health</td>
<td>4</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours**: 73

### Employment Opportunities

Upon completion of the dental hygiene curriculum, graduates are eligible to take the Dental Hygiene National Board Examination and licensure exams in every state, the District of Columbia, Puerto Rico, Canada and abroad. Graduates are eligible for positions in private dental offices, public health programs, school health programs, dental hygiene education and research. In addition, the dental hygiene program provides instruction in advanced procedures to broaden capabilities for clinical practice.

### Fonés Dental Health Clinic Services

Preventive and therapeutic oral health services are provided by students in the dental health clinic. Services for the public include oral prophylaxis, x-rays, non-surgical treatment of periodontal (gum) disease, fluoride treatments, sealants and patient education in the care of the mouth. Individuals desiring information should inquire about the availability of services with the dental hygiene clinic receptionist at (203) 576-4137.
**Dental Hygiene Bachelor of Science Degree**

**Dean:** Marcia Lorentzen  
Health Sciences Center, Room 413  
Telephone: (203) 576-4138  
Fax: (203) 576-4220  
E-mail: marcia@bridgeport.edu

**Curriculum and Program Requirements**

Students in the Bachelor of Science Degree (B.S.) may integrate bachelor's courses with the clinical aspect of the Dental Hygiene curriculum or pursue a baccalaureate degree (B.S.) after completing clinical preparation at the Associate of Science/Certificate Level. This baccalaureate degree completion approach is available to Fones’ students as well as graduates of other Dental Hygiene programs accredited by the American Dental Association Commission on Dental Accreditation.

Education at the baccalaureate level enhances the dental hygienist’s opportunities, abilities, background and values. The professional dental hygiene curriculum is combined with a liberal arts education, and is designed to foster student growth, promote development of critical and ethical judgment, and encourage life-long learning. Upon satisfactory completion of semester hours in the areas of study specified, the student will be recommended for the degree of Bachelor of Science in Dental Hygiene.

**General Education Track**

This program option has been developed for those students who have semester hours beyond the Associate’s degree and are interested in a broad general education. Students have the opportunity to shape their own curriculum to meet personal career goals. The outcome of this planning process is an individualized program that enables the dental hygienist to gain desired knowledge and skills and directly transfer this expertise to a professional work setting. Students may identify a minor in such areas as human services, marketing and biology to name a few.

**Learning Outcomes**

In addition to the learning outcomes of the entry-level dental hygiene curriculum, through completion of the Bachelor of Science Degree in dental hygiene, students will achieve the following outcomes:

- Communicate effectively through written, oral, and electronic means
- Apply scientific inquiry to foster critical thinking and reflective reasoning in all initiatives
- Participate in domestic and global collaborative efforts that allow for expanded and/or alternative career opportunities
- Develop, lead, and manage programs and strategies responsive to the diverse cultural and ethnic values and traditions of the communities served
- Instill the desire to pursue graduate level education

**Summary of Requirements**

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 123</td>
<td>Oral Anatomy and Embryology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 124</td>
<td>Dental Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 127</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 129</td>
<td>Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 130</td>
<td>Clinical Practice II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 140</td>
<td>Introduction to Periodontology</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 227</td>
<td>Clinical Practice III</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 228</td>
<td>Clinical Practice IV</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 230</td>
<td>Local Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 232</td>
<td>Dental Public Health</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 233</td>
<td>Oral and General Histo-Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 250</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 301</td>
<td>Dental Hygiene Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 302</td>
<td>Instructional Strategies for the Health Professional</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 303</td>
<td>Advanced Clinical Concepts</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 304</td>
<td>Dental Hygiene Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>DHYG 305</td>
<td>Dental Hygiene Research I</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 306</td>
<td>Dental Hygiene Research II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 400</td>
<td>Statistical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>DNUTR 204</td>
<td>Nutritional Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 106</td>
<td>Elementary Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 113-114</td>
<td>Anatomy and Physiology I/II</td>
<td>8</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principle of Marketing OR</td>
<td>3</td>
</tr>
<tr>
<td>HUSU 201</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Total Semester Hours 120

**Suggested Program**

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 123</td>
<td>Oral Anatomy and Embryology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 124</td>
<td>Dental Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 129</td>
<td>Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 113</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 130</td>
<td>Clinical Practice II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 127</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 140</td>
<td>Introduction to Periodontology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>4</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 227</td>
<td>Clinical Practice III</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 230</td>
<td>Local Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 233</td>
<td>Oral and General Histo-Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 250</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DNUTR 204</td>
<td>Nutritional Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**FOURTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 228</td>
<td>Clinical Practice IV</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 232</td>
<td>Dental Public Health</td>
<td>4</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**FIFTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 302</td>
<td>Instructional Strategies for the Health Professional</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 400</td>
<td>Statistical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**SIXTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 301</td>
<td>Dental Hygiene Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 303</td>
<td>Advanced Clinical Concepts</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUMMER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 304</td>
<td>Dental Hygiene Internship</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**SEVENTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSU 201</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**EIGHTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 305</td>
<td>Dental Hygiene Research I</td>
<td>3</td>
</tr>
<tr>
<td>Capsule Seminar C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUMMER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 306</td>
<td>Dental Hygiene Research II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Semester Hours 120-124
Dental Hygiene Bachelor of Science Degree Online Program

Online Coordinator: Dr. Wendy Garcia
Health Sciences Center, Room 417
Telephone: (203) 576-4141
Fax: (203) 576-4220
E-mail: wendyg@bridgeport.edu

Curriculum and Program Requirements

The online B.S. in Dental Hygiene from The Fones School of Dental Hygiene at the University of Bridgeport offers an opportunity for dental hygienists to further their education beyond the A.S. degree. Dental hygienists traditionally begin their professional work following completion of the A.S. degree. The University of Bridgeport's B.S. in Dental Hygiene online degree program makes it possible for dental hygienists to work toward a degree at any time, from anywhere in the world. The program is perfectly suited to adult learners who have the discipline for part-time, self-directed study under the guidance of qualified faculty in their field. The BSDH Online Program is identical to the on-campus degree completion program and is designed to be completed entirely online.

Students who hold an A.S. or certificate in Dental Hygiene from an institution accredited by the American Dental Association Commission on Dental Accreditation are eligible for admission. A maximum of 72 credits from accredited two-year colleges and 90 credits from accredited four-year institutions may be transferred. The program consists of 120 credit hours which include applicable transfer credits (60-90 credit hours), general education courses (40 credit hours), dental hygiene courses (22 credit hours), and elective courses (9 credit hours). The last 30 credit hours must be completed through the University of Bridgeport. The general education courses include University Core Requirements in English, Math, Fine Arts, Integrated Studies, Humanities, Natural Science, Social Science, and Capstone Seminar.

Students may take 2 online courses per 8-week session, which is equivalent to 12 credits per semester. As a new online student, a one-week New Student Orientation course is offered prior to the start of each 8-week session at no charge. Financial aid is available for qualified students taking at least 6 credits per semester.

Please visit www.bridgeport.edu/academics/undergraduate/dentalbs/options for additional information and an Application Form to download. You will be directed to request Official Transcripts from all schools attended – these are required in order to consider your acceptance into the program, as well as to evaluate courses taken previously and apply transfer credits to the course of study for the Bachelor's Degree in Dental Hygiene.

Learning Outcomes

In addition to the learning outcomes of the entry-level dental hygiene curriculum, through completion of the Bachelor of Science Degree in dental hygiene, students will achieve the following outcomes:

- Communicate effectively through written, oral, and electronic means
- Apply scientific inquiry to foster critical thinking and reflective reasoning in all initiatives
- Participate in domestic and global collaborative efforts that allow for expanded and/or alternative career opportunities
- Develop, lead, and manage programs and strategies responsive to the diverse cultural and ethnic values and traditions of the communities served
- Instill the desire to pursue graduate level education

INSTRUCTIONAL FORMAT

The online B.S. in Dental Hygiene is offered in a format that makes classes available 24 hours and day, 7 days a week. Courses are designed for working professionals and can be completed entirely online, from home or at work. Our online instructors are practicing professionals or UB faculty members – experienced educators who are your partners in a dynamic and interactive educational environment. The online interaction is designed to encourage thoughtful and well-prepared discussions based on both students’ command of the coursework and their personal experiences.

To participate in UB’s distance education program, you must own or have regular access to a computer with an Internet connection and an e-mail account. You should be comfortable with using e-mail, sending and receiving attachments, and Web browsing.

MINIMUM COURSE REQUIREMENTS

- A PC or Macintosh system
- PC with Windows Vista or higher, Mac OSx10, 5.2 or higher
- Word processor, printer, CD-ROM
- Reliable Internet access
- E-mail
- web camera and microphone

ONLINE ORIENTATION

All students participate in an online orientation prior to beginning the program. During the orientation, students are given instructions on how to navigate the Blackboard course management system, strategies for being a successful online student, and access to other University resources, including the Wahlstrom Library’s electronic databases. Successful completion of the orientation is required of all new students in the online program.
## Electrical Engineering Bachelor of Science Degree

**Chair:** Navarun Gupta  
Engineering Technology Building  
Telephone: (203) 576-4117  
Fax: (203) 576-4117  
E-mail: navarung@bridgeport.edu

### Curriculum and Program Requirements
Electrical Engineering is the basis of Computer Engineering, Computer Science, and Biomedical Engineering. We tend to be excited by the breakthroughs in smart phones, i-pads/minicomputer, improved medical machinery, GPS, and a host of other gadgets that make our modern life more exciting and more comfortable. Electrical Engineering is the field that gives us the applied science to build all of these gadgets. It is also the field from which the knowledge will come for the creation of new gadgets and for the improvement of present-day machine.

Since it is a universal degree, the BSEE graduate is flexible – the graduate can bend their talents to satisfy the needs of an ever-changing needs technology. This promotes job security for the graduate, and it feeds the appetite of an advancing society.

The graduate of this program will obtain the basic education in the first three years. The last year is utilized to explore specific areas of interest. Our graduates will have expertise in at least one sub-field of Electrical Engineering such as electricity, machines/controllers, energy/power, signals/communications, materials, and electronic device analysis.

### Program Objectives
Graduates of the University of Bridgeport’s Electrical Engineering program will be able to:

1. Demonstrate peer-recognized expertise and problem solving skills providing solutions to the problems in industry, academia as well as other disciplines in the field they choose to pursue. [Problem Solving]
2. Demonstrate the capacity to embrace new opportunities and adapt to changes in emerging technologies, developing future state-of-the-art designs and products. [Engineering System Design]
3. Demonstrate leadership skills and facilitate the achievement of others while collaborating with professionals in a multidisciplinary environment. [Communication]
4. Demonstrate their creative and critical reasoning skills while solving technical problems, ethically and responsibly, in service to society. [Contemporary issues]
5. Demonstrate life-long learning and adaptation to a continuously changing field through graduate work, professional development, and self-study. [LLL/Work/Grad School]

### Learning Outcomes
Graduates of the University of Bridgeport’s Electrical Engineering program will be able to:

1. Demonstrate knowledge and the ability to apply knowledge of continuous and discrete math, science and electrical engineering in the analysis of electrical engineering problems. [Fundamentals]
2. Demonstrate knowledge of core electrical engineering topics and an ability to design systems, including hardware and/or software components. [Design]
3. Exhibit an ability to identify, formulate and solve electrical engineering problems. [Problem Solving]
4. Demonstrate the ability to use techniques, skills and modern engineering tools for design and analysis. [Techniques/Skills]
5. Exhibit an ability to function in a multidisciplinary team. [Team Work]
6. Demonstrate the ability to identify and apply concepts of engineering economics and project planning. [Engr Ecom/Planning]
7. Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions. [Ethics/Profession]
8. Have an ability to design and conduct scientific and engineering experiments and to analyze and interpret data. [Experiment/Results]
9. Exhibit an ability to convey technical material through oral presentation and formal written reports/paper. [Communication]
10. Have an awareness of the need and the ability to demonstrate learning throughout life along with an appreciation of the diversity in the world and intellectual areas. [Diversity and LLL]

### Engineering Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEG 208</td>
<td>Engineering Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 337</td>
<td>Analog Electronics Lab</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 315</td>
<td>Digital Systems Design II w/lab</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 233</td>
<td>Network Analysis I w/lab</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 234</td>
<td>Network Analysis II w/lab</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 342</td>
<td>Modern Communications</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 348</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 350</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 317</td>
<td>Controls</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 317</td>
<td>Controls</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 333</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 364</td>
<td>Programmable Logic Control</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 349</td>
<td>Senior Design Project</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 360</td>
<td>Technical (EE) Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Requirements

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>120</td>
</tr>
<tr>
<td>Total Semester Hours</td>
<td>120</td>
</tr>
</tbody>
</table>

### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Principles of Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** | 54

**Total Semester Hours** | **120**
Electrical Engineering Bachelor of Science Degree

**Suggested Program**

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 101</td>
<td>Intro to Computing with lab</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>Intro to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 208</td>
<td>Engineering Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 16**

**SEMESTER 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 111</td>
<td>Principles of Physics I, with lab</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 15**

**SEMESTER 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 112</td>
<td>Principles of Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 233</td>
<td>Network Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 235</td>
<td>Network Analysis I lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 15**

**SEMESTER 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEG 234</td>
<td>Network Analysis II</td>
<td>2</td>
</tr>
<tr>
<td>ELEG 236</td>
<td>Network Analysis II lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 210</td>
<td>Digital Design I</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 15**

**SEMESTER 5**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 300</td>
<td>Economics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 317</td>
<td>Controls</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 348</td>
<td>Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 286</td>
<td>Microprocessors</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 15**

**SEMESTER 6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEG 337</td>
<td>Analog Electronics Lab</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 364</td>
<td>Programmable Logic control</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communications course (EE 315, EE 316/416, EE 350/450)</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 351</td>
<td>Modern Communications</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 315</td>
<td>Digital Design II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL 16**

**SEMESTER 7**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEG 333</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 349A</td>
<td>Senior Design Project</td>
<td>2</td>
</tr>
<tr>
<td>ELEG (300+level)</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 14**

**SEMESTER 8**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEG 349B</td>
<td>Senior Design Project</td>
<td>2</td>
</tr>
<tr>
<td>ELEG (300+level)</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ENGR/ Tech Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL 14**

Total Credit Hours: 120
Learning Objectives
Graduates of the University of Bridgeport's English program will be able to:
1. have a familiarity with American and British literature, specifically, representative works and authors, major literary periods, and historical and cultural contexts.
2. be able to critically discuss and analyze works within different literary genres.
3. have skill in writing detailed interpretive essays combining research with critical analysis.
4. be able to write in different academic and professional modes and to successfully and independently edit written work.
5. demonstrate knowledge of the accepted forms for submitting written work in academia, the professions, and different media.

Curriculum and Program Requirements
BA in English: Literature

Group I (15 credits)
15 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

Group II (15 credits)
15 credits of literature electives at the 200, 300, or 400 level. Students may substitute one literature elective at the 100 level and ENGL 322 (Understanding English Grammar) for 6 of these credits.

Senior Thesis (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 397</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

History Requirement (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

Modern Language Requirement (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 322</td>
<td>Understanding English Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Arts Electives (9 credits)

Suggested Program
BA in English: Literature

SEMMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>American History for Major</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

With a bachelor's degree in English, students will gain knowledge of American, British, and world literature as they develop proficiency in written communication. It is an excellent choice for students who enjoy literature and want to develop the essential skills of reading, independent critical thinking, and polished writing and analysis.

For the Bachelor of Arts degree, students may choose concentrations in either Literature or Creative Writing. Both concentrations provide excellent preparation for graduate study.

Literature courses require extensive writing and critical analysis of texts, as well as giving students a culturally rich and historically aware perspective. Creative writing classes introduce students to the genres of writing available to them and prepare them for the competitive world of professional writing.
English Bachelor of Arts Degree

**SEMESTER 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>or 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 397</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**BA in English: Creative Writing**

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 218</td>
<td>Autobiographical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ML 101</td>
<td>Modern Language 101</td>
<td>3</td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 205</td>
<td>Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or 219</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ML 102</td>
<td>Modern Language 102</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>World Masterpieces of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>ML 103</td>
<td>Modern Language 103</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 6**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Advanced Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ML 104</td>
<td>Modern Language 104</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LA</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 309</td>
<td>Seminar in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>LA</td>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Graduates of the University of Bridgeport’s English program will be able to:

1. have a familiarity with American and British literature, specifically, representative works and authors, major literary periods, and historical and cultural contexts.
2. be able to critically discuss and analyze works within different literary genres.
3. have skill in writing detailed interpretive essays combining research with critical analysis.
4. be able to write in different academic and professional modes and to successfully and independently edit written work.
5. demonstrate knowledge of the accepted forms for submitting written work in academia, the professions, and different media.

Curriculum and Program Requirements

BS in English: Literature

Group I (15 credits)
15 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

Group II (15 credits)
15 credits of literature electives at the 200 or 300 level. Students may substitute one literature elective at the 100 level and ENGL 322 (Understanding English Grammar) for 6 of these credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Understanding English Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

Group III (9 credits)
9 credits of literature courses at the 200 and 300 level. Students may substitute one literature elective at the 100 level and ENGL 322 (Understanding English Grammar) for 6 of these credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

BS in English: Creative Writing

Group I (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>Autobiographical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Advanced Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 309</td>
<td>Seminar in Creative Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Group II (12 credits)
12 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

Group III (9 credits)
9 credits of literature courses at the 200 and 300 level. Students may substitute one literature elective at the 100 level and ENGL 322 (Understanding English Grammar) for 6 of these credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Understanding English Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested Program

BS in English: Literature

The same requirements as those for a BA in English: Literature without the modern language requirement, leaving a student with 39 credits of free electives.

SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>American History Elective</td>
<td>3</td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Understanding English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>British or World History Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LIB ART</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
</tbody>
</table>

Chair: Dr. Diane Krumrey
Bryant Hall
Telephone: (203) 576-2381
Fax: (203) 576-4051
E-mail: dkrumrey@bridgeport.edu
SEMESTER 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 397</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**BS in English: Creative Writing**

SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 218</td>
<td>Autobiographical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or 208</td>
<td>American Literature II</td>
<td></td>
</tr>
<tr>
<td>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science Core Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 205</td>
<td>Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or 219</td>
<td>British Literature II</td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

SEMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>World Masterpieces of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Advanced Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

SEMESTER 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Literature Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

SEMESTER 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 309</td>
<td>Seminar in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
Chair: Patricia Rigia  
Telephone: (203) 576-4098  
Fax: (203) 576-4099  
E-mail: rigia@bridgeport.edu

Curriculum and Program Requirements

Fashion Merchandising offers a two-year Associate’s degree program in Fashion Merchandising and Retailing for individuals interested in pursuing careers within the diversified fashion field. The programs of study are arranged so that the student, after earning an Associate in Arts degree, may go on to complete the Bachelor of Science degree requirements with full credit for all earned semester hours. Refer to the Fashion Merchandising and Retailing four-year program in this Catalog.

In addition to formal class work, the student is required to participate in a supervised industry internship program with approved retail organizations that include many prestigious New York City stores. Other important aspects of the program are: fashion show productions; resident buying office shops; field trips to the New York market, trade shows, museums, manufacturers, and textile plants at a nominal cost to student. On-campus seminars are led by outstanding industry personnel.

All students must fulfill a supervised industry internship between Thanksgiving and Christmas of their sophomore fall semester. The retail organization within which they will work is selected by the faculty of the Fashion Merchandising and Retailing Program. A student must have earned a 2.5 QPR to obtain junior status in the Program.

The degree will not be granted to students who receive less than “C” in Retailing 280. The degree will not be granted to students receiving more than one “D” in any Fashion Merchandising and Retailing course.

Learning Outcomes

LEARNING OBJECTIVES

Students 1) acquire the basic technical skills necessary for work in the fashion merchandising field; 2) understand basic principles of fashion merchandising; 3) learn how to effectively communicate with others in their organization; and 4) understand the trends in the current fashion merchandising business.

ASSESSMENT

Students will be evaluated with a standardized exam at the end of their two-year program and with projects in their courses.

Summary of Requirements

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 101</td>
<td>Fashion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FM 108</td>
<td>Product Knowledge – Clothing Accessories</td>
<td>3</td>
</tr>
<tr>
<td>FM 270</td>
<td>Fashion Show</td>
<td>3</td>
</tr>
<tr>
<td>RETL 180</td>
<td>Seminar in Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>RETL 201</td>
<td>Retail Adver &amp; Fashion Promotion</td>
<td>3</td>
</tr>
<tr>
<td>RETL 202</td>
<td>Retailing Math</td>
<td>3</td>
</tr>
<tr>
<td>RETL 203</td>
<td>Fashion &amp; Retail Buying I</td>
<td>3</td>
</tr>
<tr>
<td>FM 205</td>
<td>Textiles I</td>
<td>3</td>
</tr>
<tr>
<td>RETL 206</td>
<td>Textiles II</td>
<td>3</td>
</tr>
<tr>
<td>RETL 207</td>
<td>Strategy of Selling</td>
<td>3</td>
</tr>
<tr>
<td>RETL 208</td>
<td>Industry Internship</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>Visual Organization</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Intro Computer Apps (Photoshop)</td>
<td>3</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 110</td>
<td>Intro to Communication</td>
<td>3</td>
</tr>
<tr>
<td>or 111</td>
<td>Intro to Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours 63

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>Visual Organization I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Intro Computer Apps (Photoshop)</td>
<td>3</td>
</tr>
<tr>
<td>FM 101</td>
<td>Fashion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FM 108</td>
<td>Product Knowledge – Clothing Accessories</td>
<td>3</td>
</tr>
<tr>
<td>RETL 202</td>
<td>Retailing Math</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>RETL 205</td>
<td>Textiles I</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 206</td>
<td>Textiles II</td>
<td>3</td>
</tr>
<tr>
<td>RETL 207</td>
<td>Strategies of Selling</td>
<td>3</td>
</tr>
<tr>
<td>RETL 280</td>
<td>Industry Internship</td>
<td>3</td>
</tr>
<tr>
<td>RETL 180</td>
<td>Seminar in Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>RETL 203</td>
<td>Buying I</td>
<td>3</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 270</td>
<td>Fashion Show</td>
<td>3</td>
</tr>
<tr>
<td>RETL 201</td>
<td>Retail Advertising and Fashion Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 111</td>
<td>Intro to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>or MCOM 110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours 63
Fashion Merchandising  Bachelor of Science Degree

Chair: Patricia Rigia
Mandeville Hall, Room 23
Telephone: (203) 576-4098
Fax: (203) 576-4099
E-mail: rigia@bridgeport.edu

Curriculum and Program Requirements

The Bachelor of Science degree is required by an increasing number of organizations for eligibility to participate in their executive training programs. This curriculum is designed so that the student may declare a minor (usually 18 semester hours) in suggested related studies such as mass communication or art & design.

All students must fulfill a supervised industry internship between Thanksgiving and Christmas of their sophomore fall semester. The retail organization in which they will intern is selected by the faculty of the Fashion Merchandising and Retailing Program. A student must have earned a 2.5 QPR to obtain junior status in the Program.

In addition to formal class work, the student is required to participate in a supervised industry internship program with approved retail organizations that include many prestigious New York City stores. Other important aspects of the program are: fashion show productions; resident buying office workshops; field trips to the New York market; trade shows, museums, and manufacturers, at a nominal cost to student. On-campus seminars are led by accomplished individuals drawn from the industry.

The degree will not be granted to students who receive less than “C” in Retailing 280. The degree will not be granted to students receiving more than one “D” in any Fashion Merchandising or Retailing course.

Study Abroad Semester

The Fashion Merchandising and Retailing Department is affiliated with several Study Abroad Programs. Students may attend the London College of Fashion, the University of Florence, Italy or programs offered through Global Learning Semesters. This off-campus semester enables B.S. degree students to participate in a couture study week in Paris plus retail experiences in other countries. Students who wish to participate in this affiliated Study Abroad Program are advised to make application in their sophomore year for the Fall or Spring semester of their junior or senior year. Electives for the B.S. degree are satisfied by all study abroad program semester hours with approval of the Department. Students with prior internship experience who participate in the Spring semester abroad may opt for a Summer co-op experience in Europe.

Minor Option

Students enrolled in other majors at the University of Bridgeport may declare a minor status if they complete a minimum of 18 semester hours in the following areas: 3 to 9 semester hours may be elected from the following: Fashion Merchandising or Retailing 101, 107, 108, 201, 6 to 9 semester hours from the following: Retailing 102, 207; 3 semester hours from the following: Retailing 300, 303, or 313.

Transfer Students

The Fashion Merchandising and Retailing B.S. degree program easily accommodates transfer students. No courses below a “C” grade are transferable. Transfer Articulation Agreements are in effect with Dean College (MA), Bay Path College (MA), Nassau Community College (NY), Dutchess (NY) and Westchester Community College, Middlesex Community College (CT), Fisher College (MA), Holyoke Community College (MA), Orange County Community College (NY), County College of Morris (NJ), and Lincoln College (CT).

Learning Outcomes

LEARNING OBJECTIVES:

Students 1) acquire the technical skills necessary for work in the fashion merchandising field; 2) acquire knowledge of fashion merchandising principles; 3) learn how to effectively communicate with others within and outside of their organization; and 4) develop real world knowledge and understanding of the current fashion world.

ASSESSMENT:

Student will be evaluated with a standardized exam related to fashion merchandising at the end of their undergraduate studies. Students will also be evaluated with projects in their final courses.

Summary of Requirements

CREDITS

General Education Requirements 48
Fashion Merchandising Program Requirements 57
Fashion Merchandising Cognate Courses 18

GENERAL EDUCATION REQUIREMENTS

ENGL C101 Composition & Rhetoric 3
MATH C105 Intermediate Algebra 3
HUM Humanities Core 6
SOC Social Science Core 6
SCI Natural Sciences Core 6
FA Fine Arts Core 3
Core Elective 3
FYS 101 First Year Seminar 3
CAPS C390 Capstone Seminar 3
MCOM 111 Introduction to Mass Communication 3
or MCOM 110 Public Speaking 3
Liberal Arts Elective 3
Liberal Arts Elective 3
CAIS 191 Computer Concepts 3

PROGRAM REQUIREMENTS

FM 101 Fashion Fundamentals 3
FM 107 Home Furnishings or Elective 3
FM 108 Product Knowledge-Fashion Accessories 3
FM 270 Fashion Show 3
FM 303 History of Costume 3
RETL 202 Merchandising Mathematics 3
RETL 180 Seminar in Professional Development 3
RETL 201 Retail Advert. & Fashion Promotion 3
RETL 203 Fashion & Retail Buying I 3
RETL 205 Textiles I 3
RETL 206 Textiles II 3
RETL 207 Strategies of Selling 3
RETL 213 Retail Human Resource Management 3
RETL 280 Industry Internship 3
RETL 300 Mass Merchandising/Marketing 3
RETL 304 Fashion & Retail Buying II 3
RETL 307 Surface Design 3
RETL 313 Organizational Management 3
RETL 330 Intern. Fashions and Furnishings 3

REQUIRED COGNATE COURSES

ACCT 101 Accounting I 3
ADSN 103 Visual Organization I 3
MKTG 305 Principles of Marketing 3
Free or Minor Electives 3
Free or Minor Electives 3
Free or Minor Electives 3

Total Semester Hours 123

137
**Suggested Program**

**FIRST SEMESTER**
- FYS 101 First Year Seminar 3
- ADSN 103 2D Design 3
- ADSN 119A Photoshop 3
- FM 101 Fashion Fundamentals 3
- MCOM111 Intro Mass Comm 3

**SECOND SEMESTER**
- FM 107 Home Furnishings or Elective 3
- FM 108 Product Knowledge-Fashion Accessories 3
- RETL 205 Textiles I 3
- MATH C105 Intermediate Algebra 3
- SOCIAL SCIENCE Core Elect 3

**THIRD SEMESTER**
- RETL 180 Seminar in Professional Development 3
- RETL 206 Textiles II 3
- RETL 207 Strategies of Selling 3
- RETL 203 Fashion & Retail Buying I 3
- RETL 280 Industry Internship 3

**FOURTH SEMESTER**
- ENGL 101 Composition & Rhetoric 3
- FM 270 Fashion Show 3
- RETL 201 Retail Advertising and Fashion Promotion 3
- RETL 202 Buyers Math 3
- HUM Humanities Core Elect 3

**FIFTH SEMESTER**
- FA Fine Arts Core 3
- ACCOUNTING 101 Financial Accounting 3
- RETL 300 Mass Merchandising/Marketing 3
- RETL 307 Surface Design I 3
- MKTG 305 Principles of Marketing 3

**SIXTH SEMESTER**
- SCI Natural Sciences Core 3
- RETL 313 Organizational Management 3
- ADSN 119B Intro Cptr Apps (Illustrator) 3
- CAIS 191 (or Excel) Computer Concepts 3

**SEVENTH SEMESTER**
- SOSC Social Sciences Core 3
- SCI Natural Sciences Core 3
- RETL 330 International Fashion/Marketing 3
- HUM Humanities Elective (Core) 3
- RETL 304 Fashion & Retail Buying II 3

**EIGHTH SEMESTER**
- CAPS C390 Capstone Seminar 3
- FM 305 History of Costume 3
- Core Elective 3
- Electives 6

**Program Options**

**MINOR IN MASS COMMUNICATION**
- MCOM110 Public Communication 3
- MCOM111 Intro Mass Comm 3
- MCOM247 Fashion Journalism 3
- MCOM270 Public Relations 3
- MCOM339 Advertising and P.R. 3
- MCOM341 Magazine and Feature Writing 3

**MINOR IN ART & DESIGN**
- ADSN 103 2D Design 3
- ADSN 119A Intro Cptr Apps (Photoshop) 3
- ADSN 119B Intro Cptr Apps (Illustrator) 3
- ADSN 117 Art History I 3
- ADSN 118 Art History II 3
- RETL 307 Surface Design I 3

**MINOR IN MARKETING**
- MKTG 305 Principles of Marketing 3
- RETL 330 International Fashion 3
- 300-level Marketing courses 3
- 300-level Marketing courses 3
- 300-level Marketing courses 3
- 300-level Marketing courses 3

Total Credit Hours: 18
Finance Bachelor of Science Degree

Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: traynor@bridgeport.edu

Faculty Contact: Professor Gew-rae Kim
Mandeville Hall, Room 6
(203) 576-4572
E-mail: gewraek@bridgeport.edu

Curriculum and Program Requirements
The Bachelor of Science in Finance provides an integrated view of the theoretical and practical aspects of finance for those who are preparing for careers in financial management, financial institutions, financial markets, law, government service, and related fields.

Essential skills in problem-solving are developed with emphasis on wealth maximization. Financial problems are viewed from both their micro-financial and macro-financial aspects.

The Finance major includes the subject areas of corporate financial management, banking, and investments. The program provides an integrated view of the theoretical and practical aspects of Finance for those who are preparing for careers in financial management, financial institutions, financial markets, law, government service, and related fields.

Learning Outcomes

LEARNING OBJECTIVES
Students 1) learn financial concepts that provide the basis for careers in finance; 2) develop the technical and analytical skills necessary for financial analysis; 3) learn how to effectively communicate financial information; and 4) understand the role of finance in an organizations’ pursuit of its goals.

ASSESSMENT
Financial concepts and technical and analytical skills are evaluated with exams, assignments, papers, cases, and projects. Students will be evaluated with a standardized finance test. Students’ financial knowledge and skills also will be tested when they begin and finish the Finance program with a program specific exam.

Summary of Requirements

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>General Education Requirements</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finance Program Requirements</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION REQUIREMENTS**

| CREDITS | ENGL 101 Composition & Rhetoric | 3 |
|         | FYS 101 First Year Seminar      | 3 |
|         | MATH 105 Intermediate Algebra   | 3 |
|         | SCI Natural Sciences Core       | 6 |
|         | HUM Humanities Core             | 6 |
|         | FA Fine Arts Core               | 3 |
|         | CAPS 390 Capstone Seminar       | 3 |
|         | SOSC Social Sciences Core       | 6 |
|         | **Total**                      | 42  |

**PROGRAM REQUIREMENTS**

| CREDITS | ACCT 101 Principles of Accounting I | 3 |
|         | ACCT 103 Managerial/Cost Accounting | 3 |
|         | BUAD 101 Introduction to Business | 3 |
|         | BUAD 102 Business Communications | 3 |
|         | BUAD 382 Senior Project/Internship | 3 |
|         | BLAW 251 Business Law I | 3 |
|         | CAIS 101 Statistics | 3 |
|         | CAIS 191 Computer Concepts | 3 |
|         | CAIS 201 Introduction to CAIS | 3 |
|         | ECON 201 Principles of Econ - Micro | 3 |
|         | ECON 202 Principles of Econ - Micro | 3 |
|         | ENGL 202 Advanced Composition | 3 |
|         | FIN 209 Managerial Finance | 3 |
|         | MGMT 301 Operations Management | 3 |
|         | MGMT 302 Business Planning | 3 |
|         | MGMT 350 Business Policy and Strategy | 3 |
|         | MKTG 205 Principles of Marketing | 3 |
|         | Finance electives 18 | |
|         | **Total**                      | 51  |

**FINANCE ELECTIVES (SELECT 18 CREDITS)**

| CREDITS | ECON 311 Managerial Economics | 3 |
|         | ECON 375 International Business Economics | 3 |
|         | ECON 376 Business Forecasting | 3 |
|         | FIN 321 Investment Principles | 3 |
|         | FIN 345 Management of Fin Institutions | 3 |
|         | FIN 365 Advanced Financial Management | 3 |
|         | FIN 366 Cases in Finance | 3 |
|         | FIN 380 Multinational Finance | 3 |
|         | **Total**                      | 15  |

Total Semester Hours 120

Suggested Program

**FIRST SEMESTER**

| CREDITS | BUAD 101 Introduction to Business | 3 |
|         | ENGL 101 Composition & Rhetoric | 3 |
|         | MATH 105 Intermediate Algebra | 3 |
|         | FYS 101 First Year Seminar | 3 |
|         | Fine Arts | 3 |

**SECOND SEMESTER**

| CREDITS | ACCT 101 Principles of Accounting I | 3 |
|         | ENGL 202 Advanced Composition (for Business) | 3 |
|         | CAIS 191 Computer Concepts | 3 |
|         | SCI Natural Sciences Core | 3 |
|         | BUAD 102 Business Communications | 3 |

**THIRD SEMESTER**

| CREDITS | MGMT 301 Operations Management | 3 |
|         | ECON 201 Principles of Econ - Macro | 3 |
|         | CAIS 101 Statistics | 3 |
|         | MKTG 205 Principles of Marketing | 3 |
|         | FIN 209 Managerial Finance | 3 |
|         | SOSC Social Science Core | 3 |

**FIFTH SEMESTER**

| CREDITS | Major Elective | 3 |
|         | MGMT 301 Operations Management | 3 |
|         | HUM Humanities Core | 3 |
|         | Free Elective | 6 |

**SIXTH SEMESTER**

| CREDITS | BUAD 382 Senior Project/Internship | 3 |
|         | Major Elective | 9 |
|         | Free Elective | 3 |

**EIGHTH SEMESTER**

| CREDITS | MGMT 350 Business Policy and Strategy | 3 |
|         | CAIS 390 Capstone Seminar | 3 |
|         | Major Elective | 6 |
|         | Free Elective | 6 |

Total Semester Hours 120

**INTERNSHIP/CO-OP**

Students are encouraged to pursue additional co-op experience as described on page 35 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student’s degree program.
Curriculum and Program Requirements

The student enrolled in the Associate in Arts in General Studies program may plan a completely individual program leading to the Associate in Arts degree. There are no specific requirements for the Associate in Arts degree in General Studies except a total of 60 semester hours, a 2.0 minimum QPR, and the following course and elective requirements: English C101, Math C105, First Year Seminar, 2 additional University core courses, and 2 electives from the Humanities, Sciences, or Social Sciences.

Learning Outcomes

By completing the program in General Studies, students will: 1) be able to communicate effectively in writing so that one may advance professionally and apply to graduate programs; 2) be able to comprehend, analyze, and interpret texts in a variety of disciplines; 3) be able to present orally one’s own thoughts and plans; 4) be able to recognize a problem and devise a plan of action to solve it; 5) be able to show mastery of several disciplines within an academic area of concentration; and 6) demonstrate an ethical mind-set and exercise professional responsibility in a global context.

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
</tr>
<tr>
<td>Core Electives</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
</tr>
</tbody>
</table>

Suggested Program

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**FOURTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Semester Hours**

**60**
General Studies  Associate in Science Degree

Advisor: Edward Geist
Charles Dana Hall
Telephone: (203) 576-4956
Fax: (203) 576-4051
E-mail: edwgeist@bridgeport.edu

Curriculum and Program Requirements

The student enrolled in the Associate in Science in General Studies program may plan a completely individual program leading to the Associate in Science degree. There are no specific requirements for the Associate in Sciences degree in General Studies except a total of 60 semester hours, a 2.0 minimum Q.P.R, and the following specific course and elective requirements: English C101, Math C105, First Year Seminar, 2 additional University Core courses, and 2 electives from the Humanities, Sciences, or Social Sciences. In addition, a minimum of 24 semester hours in Mathematics and Science is required.

Learning Outcomes

By completing the program in General Studies, students will: 1) be able to communicate effectively in writing so that one may advance professionally and apply to graduate programs; 2) be able to comprehend, analyze, and interpret texts in a variety of disciplines; 3) be able to present orally one’s own thoughts and plans; 4) be able to recognize a problem and devise a plan of action to solve it; 5) be able to show mastery of several disciplines within an academic area of concentration; and 6) demonstrate an ethical mind-set and exercise professional responsibility in a global context.

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>Elective Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and Science Electives</td>
<td>24</td>
</tr>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Core Electives</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Semester Hours</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
</tr>
<tr>
<td>Core Electives</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>

Suggested Program

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>
General Studies Bachelor of Science Degree

Advisor: Edward Geist
Charles Dana Hall
Phone: (203) 576-4956
Fax: (203) 576-4051
E-mail: edwgeist@bridgeport.edu

Curriculum and Program Requirements

The Bachelor of Science degree in General Studies is for the student who wishes great flexibility in pursuing college work as well as for the student with well defined goals. The candidate for the B.S. Program will “custom-make” his or her course of study, which may include interdisciplinary work that does not fit well into conventional degree programs. Planning and revision of the programs will be done with a faculty advisor. Many graduates holding this degree have been accepted for advanced work by other institutions. However, since graduate school admissions policies vary greatly depending upon the program and institution, students contemplating graduate study should inform themselves of such requirements.

Degree Requirements

1. A minimum of 120 hours with minimum cumulative quality point ratio of 2.00.
2. The student must have an area of concentration with a minimum of 30 semester hours (no maximum), in one of the following areas: Business Studies; Humanities; Natural Science/Mathematics; Science, Engineering, or Computer Related Fields; and Social Sciences. Students may also elect a second area of concentration. A grade of “C” or above is required in all courses used to fulfill this requirement. No more than four 100 level courses can be counted in an area of concentration.
3. At least half of the semester hours to be counted in the area of concentration must be completed at the University of Bridgeport.
4. Students may not take core courses or courses counting in an area of concentration or a minor on a pass/fail basis. The University policy on pass/fail courses limits this option to a maximum of six courses (two courses per semester) during a student’s academic career, for free electives only.
5. General Studies majors may include one or more minors in their programs. Courses used to fulfill requirements for a minor may not be counted in an area of concentration.

Learning Outcomes

By completing the program in General Studies, students will: 1) be able to communicate effectively in writing so that one may advance professionally and apply to graduate programs; 2) be able to comprehend, analyze, and interpret texts in a variety of disciplines; 3) be able to present orally one’s own thoughts and plans; 4) be able to recognize a problem and devise a plan of action to solve it; 5) be able to show mastery of several disciplines within an academic area of concentration; and 6) demonstrate an ethical mind-set and exercise professional responsibility in a global context.

Summary of Requirements

PROGRAM REQUIREMENT

Approved Area of Concentration for the B.S. within Divisions. A minimum of 30 semester hours is required in one of the following categories (see item 2 under degree requirements):

BUSINESS STUDIES
- All Accounting
- All Business Law
- All Computer Applications and Information Systems
- All Economics
- All Finance
- All International Business
- All Management
- All Marketing

HUMANITIES
- All Art History
- All Art of the Cinema and History of the Cinema
- All History
- All Literature and Linguistics*
- Music Appreciation (Music 121 OR 122) and all History of Music
- All Philosophy
- All Religion
- All Theatre History (includes Theatre Arts 103)

*Nursing and composition courses in English and composition, writing, and introductory courses in languages (101-104) MAY NOT be used to meet requirements in this category

NATURAL SCIENCES/MATHEMATICS
- All Biology
- All Chemistry
- All Geology
- All Mathematics (except Math 200)
- All Physics
- All Sociology
- All Astronomy

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105 or Demonstrated Math Competency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Semester Hours 120

<table>
<thead>
<tr>
<th>Program</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS STUDIES</td>
<td>All Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Business Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Computer Applications and Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All International Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Art History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Art of the Cinema and History of the Cinema</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Literature and Linguistics*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Appreciation (Music 121 OR 122) and all History of Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Religion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Theatre History (includes Theatre Arts 103)</td>
<td></td>
</tr>
</tbody>
</table>

*Writing and composition courses in English and conversation, composition, and introductory courses in languages (101-104) MAY NOT be used to meet requirements in this category

<table>
<thead>
<tr>
<th>Course</th>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics (except Math 200)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics (including Astronomy)</td>
<td></td>
</tr>
</tbody>
</table>
Graphic Design Bachelor of Fine Arts Degree

Chair: Emily Larned
Arnold Bernhard Center, Room 704
Telephone: (203) 576-4316
Fax: (203) 576-4042
Email: elarned@bridgeport.edu

Curriculum and Program Requirements

The four year Graphic Design curriculum consists of an integrated, interdisciplinary sequence that is designed (i) to stimulate creativity by encouraging imagination and conceptualization, (ii) to strengthen communication by instilling ways of thinking, analyzing and responding to problems and (iii) to provide the essential technical and technological skills as well as the general knowledge to enable students to work effectively in any branch of Design.

Design majors begin their studies with foundation courses in two- and three-dimensional design, drawing, digital photography, and computer applications, as well as background courses in arts and design history. Beginning in the foundation year, students learn to analyze each other's ideas, and are trained to present their own to maximum effect.

Students are introduced to the theory and practice of mass communication and advertising, and are encouraged to undertake further study in the cultural and social background of modern times. The program's emphasis is placed on the four-course Design Studio sequence, which acquaints students with ever more sophisticated technologies while applying the design processes to real-world community projects, creating a meaningful portfolio. Internships, cooperative work arrangements, and special projects are available to qualified students.

Learning Outcomes

1. Demonstrate ability to identify, analyze, and solve design problems. Assessment: Portfolio projects and project research.

2. Demonstrate mastery of design tools, techniques, and concepts in design. Assessment: Projects and portfolios that evidence craftsmanship and adherence to project parameters.

3. Demonstrate an understanding of the aesthetics of form development, and of the history and current state of design. Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents.

4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio materials planned to be feasibly reproducible by industrial means rather than by one-off or by hand.

5. Demonstrate an understanding of the cultural and societal connections linking design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the business and market briefs for the project.

Summary of Requirements

PROGRAM REQUIREMENTS

ART & DESIGN FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 103</td>
<td>2-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 105</td>
<td>Drawing Fundamentals I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 106</td>
<td>Drawing Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 108</td>
<td>3-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Survey Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119</td>
<td>Intro to Computer Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 120</td>
<td>Intro to Computer Applications II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 225</td>
<td>Web Applications</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 231</td>
<td>Photography I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 30

MAJOR REQUIREMENTS

Courses from this list are applied to the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDSN 203</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 304</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 321</td>
<td>Intro to Visual Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 355</td>
<td>Studio I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 356</td>
<td>Studio II</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 305</td>
<td>Studio III</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 355</td>
<td>Studio V: Thesis/Portfolio I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 356</td>
<td>Studio VI: Thesis/Portfolio II</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 377</td>
<td>History of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 379</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 33

DESIGN ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 209/210</td>
<td>Painting I/II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 230</td>
<td>Video I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 357A</td>
<td>Maya</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 203B</td>
<td>Type Design</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 204</td>
<td>Calligraphy &amp; Letterforms</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 425</td>
<td>Design Service</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 390/399</td>
<td>Internship/Ind Study</td>
<td>2-6</td>
</tr>
<tr>
<td>ILLUS 305/306</td>
<td>Illustration Studio I/II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 21-27

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SCISC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 30

GENERAL EDUCATION ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 111</td>
<td>Intro Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 220</td>
<td>Intro to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 339</td>
<td>PR and Advertising Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 204</td>
<td>Calligraphy &amp; Letterforms</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 352</td>
<td>Advanced Web Publishing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 372</td>
<td>Advanced Digital Video Creation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 12

Concentration in New Media

(Consult an advisor for more information)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 372</td>
<td>Digital Video (Intro to time-Based Media)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>New Styles/Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 342</td>
<td>Digital Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 344</td>
<td>Creating Advertising for Media</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 352</td>
<td>Advanced Web Publishing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 372</td>
<td>Advanced Digital Video Creation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 30

Suggested Program

First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>2-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 105</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119</td>
<td>Intro to Computer Applications I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 33
## Graphic Design Bachelor of Fine Arts Degree

### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 120</td>
<td>Intro to Computer Applications II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 106</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 108</td>
<td>3-D Design Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 204</td>
<td>Calligraphy &amp; Letterforms</td>
<td>3</td>
</tr>
<tr>
<td>ILLUS</td>
<td>Illustration I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 255</td>
<td>Studio I</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 111</td>
<td>Introduction to Mass Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 379</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 231</td>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 256</td>
<td>Studio II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 203</td>
<td>Typography</td>
<td>3</td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 377</td>
<td>History of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 225</td>
<td>Intro to Web Applications</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 230</td>
<td>Video I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 305</td>
<td>Studio III</td>
<td>3</td>
</tr>
</tbody>
</table>

### SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 220</td>
<td>Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 306</td>
<td>Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 212</td>
<td>Intro to Visual Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar (Core)</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 355</td>
<td>Studio V: Thesis/Portfolio I</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 339</td>
<td>PR and Advertising Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 399</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 304</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 356</td>
<td>Studio VI: Thesis/Portfolio II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 398</td>
<td>Internship/Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 126
Health Science  Bachelor of Science Degree

Chair: Wayne Aguiar  
Charles Dana Hall, Room 151  
Telephone: (203) 576-4268  
Fax: (203) 576-4262  
Email: waguiar@bridgeport.edu

Curriculum and Program Requirements

The B.S. in Health Sciences program prepares students for application to professional programs in the health sciences. Such programs range from medical school and physician assistant programs, to programs in chiropractic and naturopathic medicine, as well as nutrition, acupuncture, and pharmacy. Many of these career options can be pursued in the University’s professional programs.

The program offers tracks (concentrations) in community health education, exercise and fitness, and nutrition for students who desire to enter these fields at the entry level.

The program affords this range of options primarily through a liberal arts orientation toward these professions. Thus, all students take a foundation of common courses in biology, chemistry, physics, and mathematics, as well as special general education courses such as biological psychology and healthcare ethics.

A primary conviction of the program is that one of the most pressing challenges of the twenty-first century is to provide adequate healthcare to the growing and aging population. Whether students prepare for professional school application and admission, or entry level opportunities, all are encouraged to develop a philosophy of care consistent with the University’s mission.

Admissions Requirements

A student is admitted to the majors in Arts and Sciences after an evaluation of the high school transcript, counselor recommendations, and SAT/ACT scores and has demonstrated potential in analytical reasoning, comprehension, verbal expression and intellectual growth…. Students who perform well in the Biology and Mathematics programs (thus also Health Sciences) are generally found to have met the following criteria:

1. SAT scores of 530 verbal and 560 math, or composite ACT score of 22.
2. Grade point average of B (2.5) or better.
3. Rank in the top half of the high school graduating class.
4. Four years of mathematics; two lab sciences and an additional science unit in high school.

At the discretion of the Admissions Committee, students who meet two of these standards can be admitted into the major.

Learning Outcomes

As a result of completing the B.S. in Health Sciences, graduates will be able to apply principles of health and wellness as a lifelong process of learning grounded in the study of basic sciences and the behavioral arts. The students will:

- understand fundamental biological, chemical, and physical properties underlying life systems
- be able to gather and analyze research data and make inferences based on the data
- be aware of professional, ethical, and privacy issues that are pertinent to careers in the health sciences
- Exercise and Fitness students will understand the relationship between exercise and wellness maintenance and be skilled at developing appropriate fitness programs for diverse populations.
- Nutrition students will understand principles of human nutrition and the relationship to health and wellness using evidence based strategies.
- Community health education students will understand principles to help people assume more responsibility for their health and well being through educational development, implementation and evaluation of community health programs.
- Pre-professional students will be broadly prepared to enter professional schools and to successfully meet school admissions criteria.

Tracked Programs & Suggested Programs

Each concentration requires specific additional courses.

PRE-PROFESSIONAL AND TRACK-SPECIFIC COURSE REQUIREMENTS

In addition to the requirements above, the pre-professional advisement sequence and specific tracks require additional General Education and Track-Specific courses:

PRE-PROFESSIONAL CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Intro to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Biology Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Cell-Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 360</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>3</td>
</tr>
<tr>
<td>HSCI Electives</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 57
**ALL PHASES OF PRE-PROFESSIONAL STUDY ARE CUSTOMIZED WITH COURSES THAT MEET THE STUDENT’S NEEDS FOR PROFESSIONAL PROGRAMS IN THE HEALTH SCIENCES**

**COMMUNITY HEALTH EDUCATION TRACK**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 106</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 240</td>
<td>Theory of Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 255</td>
<td>Community Health Planning &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 280</td>
<td>Community Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 240</td>
<td>Theory of Comm Hlth Educ</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 330</td>
<td>Health Care Admin</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 385</td>
<td>Community Health Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 385</td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **67**

**SUGGESTED PROGRAM – COMMUNITY HEALTH EDUCATION**

**FRESHMAN YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Intro to Psychology (SS)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 101</td>
<td>Seminar in Health Care Professions</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 201</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: **14**

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Cellular Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 301</td>
<td>Intro to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 321</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 331</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 341</td>
<td>Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 351</td>
<td>Fitness &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 471</td>
<td>Program Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Exercise Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 401</td>
<td>Health Sciences Information Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: **12 (120)**

**EXERCISE AND FITNESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Cellular Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 301</td>
<td>Intro to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 321</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 331</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 341</td>
<td>Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 351</td>
<td>Fitness &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 471</td>
<td>Program Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Exercise Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 401</td>
<td>Health Sciences Information Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **16**

**SOPHOMORE YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 113</td>
<td>Anat &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM 200</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 260</td>
<td>Intro to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 240</td>
<td>Theory of Comm Hlth Educ</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: **16 (46)**

**JUNIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 361</td>
<td>Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 381</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Exercise and Fitness Concentration: **67**

Total: **120**

**SUGGESTED PROGRAM – EXERCISE AND FITNESS CONCENTRATION**

**FRESHMAN YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 201</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 101</td>
<td>Seminar in Health Care Professions</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 201</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **14**

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Cellular Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Intro to Psychology (SS)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 101</td>
<td>Seminar in Health Care Professions</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 201</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: **16 (93)**

**SOPHOMORE YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 113</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 250</td>
<td>Intro to Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 201</td>
<td>Medical Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **16**

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 321</td>
<td>Exercise Science A&amp;P</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 365</td>
<td>Epidemiology for HS Prof</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 381</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203B</td>
<td>Biostatistics Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **15**

**JUNIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 325</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 361</td>
<td>Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 381</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 331</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 401</td>
<td>HS Information Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: **16**
<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>HSCI 341 Strength and Conditioning 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 351 Fitness &amp; Wellness Program Development 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 301 Biomechanics 4</td>
</tr>
<tr>
<td></td>
<td>FA Core Fine Arts Core 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>SENIOR YEAR</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td></td>
<td>CAPS 390 Capstone Senior Seminar 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 471 Exercise Nutrition 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>PSYC 321 Research Methods 3</td>
</tr>
<tr>
<td></td>
<td>SCI Electives 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Core Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>NUTRITION CONCENTRATION</strong></td>
<td>ACCT 101 Principles of Accounting 3</td>
</tr>
<tr>
<td></td>
<td>BIOL 100 Biology Study Skills 3</td>
</tr>
<tr>
<td></td>
<td>BIOL 102 Cellular Molecular Biology 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 106 Microbiology 3</td>
</tr>
<tr>
<td></td>
<td>BIOL 114 Anatomy &amp; Physiology II 4</td>
</tr>
<tr>
<td></td>
<td>CHEM 113 Introduction to Chemistry 4</td>
</tr>
<tr>
<td></td>
<td>CHEM 114 Introduction to Biochemistry 4</td>
</tr>
<tr>
<td></td>
<td>PSYC 321 Research Methods 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Elect 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 320 Food Sanitation 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 345 Comparative Diet Strategies 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 350 Community Nutrition 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 351 Fitness &amp; Wellness Program Development 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 370 Clinical Herbolgy and Botany 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 380 Nutrition Internship 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 420 Food Service Management 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 460 Vitamins and Minerals 3</td>
</tr>
<tr>
<td></td>
<td>HSCI Electives 6</td>
</tr>
<tr>
<td></td>
<td>SCI Electives 6</td>
</tr>
<tr>
<td><strong>Nutrition Concentration</strong></td>
<td><strong>Total Semester Hours Required</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td><strong>Suggested Program – Nutrition Concentration</strong></td>
<td><strong>FRESHMAN YEAR</strong></td>
</tr>
<tr>
<td></td>
<td>FYS 101 First Year Seminar 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 101 Seminar in Health Care Professions 1</td>
</tr>
<tr>
<td></td>
<td>BIOL 100 Biology Study Skills 3</td>
</tr>
<tr>
<td></td>
<td>MATH 105 Intermediate Algebra 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 201 Medical Terminology 1</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>HSCI 101 Seminar in Health Care Professions 1</td>
</tr>
<tr>
<td></td>
<td>BIOL 100 Biology Study Skills 3</td>
</tr>
<tr>
<td></td>
<td>MATH 105 Intermediate Algebra 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 201 Medical Terminology 1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Hours Required</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>PSYC 321 Research Methods 3</td>
</tr>
<tr>
<td></td>
<td>SCI Electives 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>HSCI 370 Clinical Herbolgy and Botany 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 380 Nutrition Internship 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 420 Food Service Management 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 460 Vitamins and Minerals 3</td>
</tr>
<tr>
<td></td>
<td>SCI Elective 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Core Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>PSYC 321 Research Methods 3</td>
</tr>
<tr>
<td></td>
<td>SCI Electives 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SOPHOMORE YEAR</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td></td>
<td>CHEM 113 Introduction to Chemistry I 4</td>
</tr>
<tr>
<td></td>
<td>MATH 203 Statistics 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 250 Intro to Public Health 3</td>
</tr>
<tr>
<td></td>
<td>FA Core Fine Arts Core 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>CHEM 114 Introduction to Biochemistry 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 114 Anatomy &amp; Physiology II 4</td>
</tr>
<tr>
<td></td>
<td>HSCI 260 Intro to Exercise Science 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 345 Comparative Diet Strategies 3</td>
</tr>
<tr>
<td></td>
<td>MATH 203B Biostatistics Lab 1</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>JUNIOR YEAR</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td></td>
<td>HSCI 380 Nutrition Internship 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 420 Food Service Management 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 460 Vitamins and Minerals 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Core 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>HSCI 320 Food Safety &amp; Sanitation 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 350 Community Nutrition 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 351 Fitness &amp; Wellness Program Development 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 365 Epidemiology for HS Prof 3</td>
</tr>
<tr>
<td></td>
<td>HSCI Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SENIOR YEAR</strong></td>
<td><strong>FALL SEMESTER</strong></td>
</tr>
<tr>
<td></td>
<td>HSCI 460 Vitamins and Minerals 3</td>
</tr>
<tr>
<td></td>
<td>HSCI or SCI Elective 3</td>
</tr>
<tr>
<td></td>
<td>HSCI Elective 3</td>
</tr>
<tr>
<td></td>
<td>HUM Core Humanities Core 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td>CAPS 390 Capstone Senior Seminar 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 380 Nutrition Internship 3</td>
</tr>
<tr>
<td></td>
<td>HSCI 401 HS Information Literature 3</td>
</tr>
<tr>
<td></td>
<td>HSCI or SCI Elective 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>CAPS 390 Capstone Senior Seminar 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSCI 380 Nutrition Internship 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSCI 401 HS Information Literature 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSCI or SCI Elective 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Hours Required</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Curriculum and Program Requirements

The Human Services Program is designed to provide the academic and practical experience necessary to enter the field of human services upon completion of the degree. The combination of academic theoretical coursework and its application through supervised field work experience provides students with the breadth of preparation necessary for employment in a wide range of human service agencies and community organizations. Students have the opportunity to enhance their programs with minors in such fields as Education, Business and Social Sciences. Stimulating courses are taught by experienced faculty who are current practitioners as well as active researchers.

Learning Outcomes

By completing the B.S. in Human Services, students will: 1) be knowledgeable of the history and systems of the Human Services field; 2) be skillful at program assessment, planning, and development; 3) be able to find, use, manage, and protect information effectively; 4) be effective at oral and written communication; 5) be adept at program administration and leadership; 6) be committed to ethical practices; and 7) be respectful of client values and attitudes.

Summary of Requirements

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 110</td>
<td>Alcohol and other Drugs in Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 201</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 203</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Couns Mths for Spec Populations</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 305</td>
<td>Crisis Management</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 350</td>
<td>Human Services Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 333</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 302</td>
<td>Multicultural Perspectives in Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>

PSYC 201 Human Growth & Development 3
PHIL 203 Ethics 3
or HUSV 320 Applied Ethics for HUSV Professionals
HUSV 277 Practicum 3
HUSV 312 Internship 6
NUTR 205 Fundamentals of Nutrition 3
MCOM 110 Public Communication 3

PLUS ANY EIGHTEEN SEMESTER HOURS OF HUMAN SERVICES, PSYCHOLOGY OR RELATED FIELD 18

FREE ELECTIVES 11

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Semester Hours 120

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 110</td>
<td>Alcohol and Other Drugs in Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 201</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 203</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 110</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 312</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 305</td>
<td>Counseling Special Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 277</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 302</td>
<td>Multicultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 110</td>
<td>Alcohol and Drugs in Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 333</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>HUSV</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 305</td>
<td>Group Interaction</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 312</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 301</td>
<td>Crisis Management</td>
<td>3</td>
</tr>
<tr>
<td>HUSV</td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 305</td>
<td>Human Service Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 312</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HUSV</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS C901</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUSV</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Hours 120
Industrial Design  Bachelor of Science Degree

Chair: Richard Wilfred Yelle
Arnold Bernhard Center, Room 810
Telephone: (203) 576-4222
Fax: (203) 576-4042
E-mail: ryelle@bridgeport.edu

Curriculum and Program Requirements

In our technological world, the creative industrial designer leads the way in the design of products that are user friendly, safe, energy efficient and enjoyable to use. The designer’s concern is with the sensory aspects of products, bringing together all facets of product development including aesthetics, ergonomics, materials, manufacturability, and environmental considerations. Professional designers often work in interdisciplinary teams on consumer products; business products; and scientific and medical instruments.

The Industrial Design program begins with the basics of two- and three-dimensional design, art and design history, computer aided design, drawing, model making, as well as courses in the sciences and general education. Students will research, design and develop assigned product concepts in the studio and computer laboratories. Build product models in a well equipped Model Lab and present and document their creative and unique solutions. They will study support subjects like ergonomics, materials and manufacturing, sustainability and marketing. All students will develop a strong portfolio that will prepare them to enter the design profession. The Industrial Design program offers the student a broad based design education with opportunities to specialize within many traditional areas of product, package, exhibit, and transportation design. Students will have opportunities to work on competitions and collaborative projects often with industrial sponsorship, and will be encouraged to work in summer internships.

Learning Outcomes

1. Demonstrate ability to identify, analyze, and solve design problems. Assessment: Portfolio projects and project research.

2. Demonstrate mastery of design tools, techniques, and concepts in design. Assessment: Projects and portfolios that evidence craftsmanship and adherence to project parameters.

3. Demonstrate an understanding of the aesthetics of form development, and of the history and current state of design. Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents.

4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio materials planned to be feasibly reproducible by industrial means rather than by one-off or by hand.

5. Demonstrate an understanding of the cultural and societal connections linking design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the business and market briefs for the project.

Summary of Requirements

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>DESIGN FOUNDATION COURSES</th>
<th>IDDSN 215 Materials and Manufacturing I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IDDSN 216 Materials and Manufacturing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218S &amp; W SolidWorks CAD I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218C SolidWorks CAD III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IDDSN 225 Industrial Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 226 Industrial Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 230 Industrial Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 236 Industrial Design Studio IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 235 Industrial Design Studio V</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 236 Industrial Design Studio VI</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 237 NX/ Maya CAD</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>IDDSN 398 Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IDDSN 399 Special Projects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

51

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>FYS 101 First Year Seminar</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM C105 Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SCI Natural Science Core</td>
<td>6</td>
</tr>
<tr>
<td>ADSN 117 Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118 Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

40

Total Semester Hours 127

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>ADSN 110 2D Design</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 105 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 107 Survey of Art I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A Intro to Computer Applications I</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>ADSN 108 3-D Design</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 110 Drawing / Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118 History Survey of Art II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119B Intro to Computer Applications II</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>SOSC Social Science Core</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDDSN205 Drawing III</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN215 Material &amp; Manufacturing I</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN218S SolidWorks CAD</td>
<td>2</td>
</tr>
<tr>
<td>IDDSN225 Industrial Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>SCI Natural Science Core</td>
<td>3</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>SCI Natural Science Core</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDDSN206 Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN226 Drawing IV</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN226S Materials &amp; Manufacturing II</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN218W SolidWorks CAD II</td>
<td>2</td>
</tr>
<tr>
<td>IDDSN225 Industrial Design Studio II</td>
<td>3</td>
</tr>
</tbody>
</table>

FIFTH SEMESTER

<table>
<thead>
<tr>
<th>ADSN 377 History of Modern Design</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM Humanities Core</td>
<td>3</td>
</tr>
</tbody>
</table>
### Industrial Design Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDDSN/218C</td>
<td>SolidWorks CAD III</td>
<td>2</td>
</tr>
<tr>
<td>IDDSN/305</td>
<td>Industrial Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 312</td>
<td>Furniture Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN 231</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/306</td>
<td>Industrial Design Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/311</td>
<td>Exhibit Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

#### SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 357A</td>
<td>NX/ Maya CAD</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 233</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/355</td>
<td>Industrial Design Studio V</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/399</td>
<td>Special Projects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/356</td>
<td>Industrial Design Studio VI</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/357B</td>
<td>NX/ Maya CAD</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/398</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>IDDSN/200</td>
<td>Co-op</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 127
Learning Outcomes

1. Demonstrate ability to identify, analyze, and solve design problems. Assessment: Portfolio projects and project research.
2. Demonstrate mastery of design tools, techniques, and concepts in design. Assessment: Projects and portfolios that evidence craftsmanship and adherence to project parameters.
3. Demonstrate an understanding of the aesthetics of form development, and of the history and current state of design. Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents.
4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio materials planned to be reproducible by industrial means rather than by one-off or by hand.
5. Demonstrate an understanding of the cultural and societal connections linking design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the business and market briefs for the project.

Summary of Requirements

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 206</td>
<td>Interiors Drawing IV</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 215</td>
<td>Interior Construction Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 217</td>
<td>Color Studies for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 218</td>
<td>CAD (A, B, C)</td>
<td>6</td>
</tr>
<tr>
<td>ITDSN 255</td>
<td>Studio I</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 256</td>
<td>Studio II</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 303</td>
<td>Materials, Products &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 304</td>
<td>Business Practices &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 305</td>
<td>Studio III</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 306</td>
<td>Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 307</td>
<td>Lighting/Acoustics Design</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 309</td>
<td>Human Factors Design</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 311</td>
<td>Display &amp; Exhibition Design</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 312</td>
<td>Furniture Design</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 355</td>
<td>Studio V (Thesis)</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 356</td>
<td>Studio VI</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 362</td>
<td>Construction Documents (Thesis)</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 399</td>
<td>Special Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>FYS</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours: 127

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 105</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Intro Computer Applications I</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 108</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 110</td>
<td>Drawing / Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119B</td>
<td>Intro Computer Applications II</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 231</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 377</td>
<td>History of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 205</td>
<td>Drawing III</td>
<td>3</td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITDSN 255</td>
<td>Studio I</td>
<td>3</td>
</tr>
</tbody>
</table>
Interior Design Bachelor of Science Degree

FOURTH SEMESTER
- SOSC  Social Sciences Core 3
- ADSN 380  History of Modern Arch. & Urbanism 3
- ITDSN 217  Color Studies for Interiors 3
- ADSN 206  Interiors Drawing IV 3
- ITDSN 218B  CADD II 2
- ITDSN 266  Studio II 3

FIFTH SEMESTER
- HUM  Humanities Core 3
- ITDSN 309  Human Factors 3
- ITDSN 305  Studio III 3
- ITDSN 215  Interior Construction Systems 3
- ITDSN 218C  CAD III 2
- ADSN 311  Display & Exhibit Design 3

SIXTH SEMESTER
- SCI  Natural Sciences Core 3
- SOSC  Social Sciences Core 3
- ITDSN 303  Materials, Products & Applications 3
- ITDSN 304  Business Practices 3
- ITDSN 306  Studio IV 3

SEVENTH SEMESTER
- CAPS  C390  Capstone Seminar 3
- HUM  Humanities Core 3
- ITDSN 355  Studio V 3
- ITDSN 307  Lighting & Acoustic Design 3
- ITDSN 312  Furniture Design 3

EIGHTH SEMESTER
- Electives-Liberal Arts 4
- ITDSN 362  Construction Documents 3
- ITDSN 356  Studio VI 3
- ITDSN 399  Special Projects 3

Total Semester Hours 127
International Business Bachelor of Science Degree

Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4888
E-mail: traynor@bridgeport.edu

Faculty Contact: Professor Congsheng Wu
Mandeville Hall, Room 204
Telephone: (203) 576-4869
E-mail: congwu@bridgeport.edu

Curriculum and Program Requirements
The Bachelor of Science in International Business prepares students for assuming a managerial position in any American or foreign multinational firm, developing one’s own business abroad, or working for international governments and agencies.

Since this major attracts many students from abroad, it provides students with an opportunity to develop multicultural awareness and international contacts. This major is recommended for those students who expect to travel abroad or live in foreign environments. Students in this major are required to achieve proficiency in at least one foreign language before completion of the degree.

Learning Outcomes
LEARNING OBJECTIVES
Students 1) understand the economic, cultural, legal and political issues associated with international business; 2) acquire the broad discipline knowledge that are basic to international business enterprises; 3) develop cultural sensitivity and effective communication skills that enable them communicate with others from diverse backgrounds; and 4) acquire the skills necessary to pursue entry level positions in an American or foreign multinational firm, develop one’s own business abroad, or work for international governments and agencies.

ASSESSMENT
Students’ international business knowledge and skills will be tested when they begin and finish the International Business program with a program specific exam. Alumni will be asked to complete follow-up questionnaires regarding their careers in international business. Students must earn a grade of “C” or higher in each of the four International Business major electives.

Summary of Requirements

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Business Program Requirements</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM Humanities Core</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 103</td>
<td>Managerial/Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 251</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 382</td>
<td>Senior Project/Internship</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 101</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 201</td>
<td>Introduction to CAIS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>Advanced Composition (for Business)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 209</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 200</td>
<td>Work Force Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 205</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>International Electives</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

INTERNATIONAL BUSINESS ELECTIVES (SELECT SIX COURSES)

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBU 325</td>
<td>Export and Import</td>
<td>3</td>
</tr>
<tr>
<td>IBU 360</td>
<td>Business and International Law</td>
<td>3</td>
</tr>
<tr>
<td>IBU 362</td>
<td>International Sales (Commercial)</td>
<td>3</td>
</tr>
<tr>
<td>IBU 363</td>
<td>Settlement of International Business Disputes</td>
<td>3</td>
</tr>
<tr>
<td>IBU 365</td>
<td>International Business and Customs Unions</td>
<td>3</td>
</tr>
<tr>
<td>IBU 366</td>
<td>Other approved courses in foreign Languages, study abroad, history, or political science.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours ____________ 120

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>FYI 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

SECONDD SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>Advanced Composition (for Business)</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 200</td>
<td>Work Force Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 103</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 110</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 205</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 209</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

FIFTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM Humanities Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FREE ELECTIVE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

SIXTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 251</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 201</td>
<td>Introduction to CAIS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>FREE ELECTIVE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 382</td>
<td>Senior Project/Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>FREE ELECTIVE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 350</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREE ELECTIVE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours ____________ 120

INTERNSHIP/CO-OP

Students are encouraged to pursue additional co-op experience as described on page 35 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student’s degree program.
### International Political Economy and Diplomacy Bachelor of Arts

**Chair:** Chunjuan Nancy Wei  
Carlson Hall, Room 219  
Telephone: (203) 576-4153  
Fax: (203) 576-4967  
E-mail: chunjuaw@bridgeport.edu

#### Curriculum and Program Requirements

The major in International Political Economy and Diplomacy provides students with a comprehensive understanding of the global political economy as well as the analytical skills to evaluate change and direction. Political economy describes the nexus between politics and economics, and international political economy studies the arena where international politics and international economics meet. The subject matter of International Political Economy is the study of the international economic system and how it produces, distributes, and uses wealth. The study of the international political system focuses a set of institutions and rules by which social and economic interactions are governed. It represents an investigation of the political basis of economic action and the economic basis of political action. An important additional consideration is the role of international law in developing universal principles and norms in the conduct of international relations, and governing of relations between states and their citizens. Because diplomatic negotiations form the basis of new international law, and because diplomacy operates within the framework of extant international law, the study of diplomacy is an important component in the study of international political economy.

#### Learning Outcomes

The B.A. in International Political Economy & Diplomacy has the following learning outcomes: 1) students will demonstrate an ability to explain and compare different political and economic systems; 2) students will be able to reflect on the role of culture, history, and religion in international political economy; 3) students will be able to explain the role of diplomacy and conflict resolution in international relations; 4) Students will demonstrate a basic working knowledge of a world language other than one's mother tongue; 5) students will demonstrate the ability to use critical thinking in their evaluation of issues and problems in international political economy; and 6) students will demonstrate practical skills in helping resolve global disputes through diplomacy and conflict resolution.

* Note that for all College of Public and International Affairs majors, a portfolio is collected to track progress in programmatic outcomes.

#### Summary of Requirements

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 207</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>WREL 101</td>
<td>Intro to World Religions</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 103</td>
<td>Intro to Political Science and Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 201</td>
<td>Economics and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 202</td>
<td>Intro to Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>IPED 206</td>
<td>Pol. Eco. of North/South Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 312</td>
<td>Diplomacy &amp; Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**TWO OF THE FOLLOWING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 345</td>
<td>Political Economy of EU</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 329</td>
<td>Political Economy of China</td>
<td>3</td>
</tr>
<tr>
<td>IPED/PSCI 321</td>
<td>Political Economy of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>IPED 340</td>
<td>Political Economy of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>WREL 374</td>
<td>Religion and Politics in the Middle East</td>
<td>3</td>
</tr>
</tbody>
</table>

**TWO OF THE FOLLOWING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 204</td>
<td>Government and Politics abroad</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 203</td>
<td>U.S. Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 305</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 207</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 208</td>
<td>Intro to International Law</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 209</td>
<td>Intro to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 340</td>
<td>Political Economy of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 345</td>
<td>Political Economy of EU</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 329</td>
<td>Political Economy of China</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 312</td>
<td>Diplomacy &amp; Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 305</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 207</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 323</td>
<td>Classics in Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 324</td>
<td>Recent Political Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may, in consultation with their advisor, choose a minor or a concentration by taking 15 to 18 credit hours of course work in one of the following areas; however this is not a requirement:

**POLITICAL SCIENCE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 103</td>
<td>Intro to Political Science and Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 204</td>
<td>Government and Politics abroad</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 207</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 208</td>
<td>Intro to International Law</td>
<td>3</td>
</tr>
<tr>
<td>IPED 206</td>
<td>Pol. Eco. of North/South Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 209</td>
<td>Intro to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 329</td>
<td>Political Economy of China</td>
<td>3</td>
</tr>
</tbody>
</table>

**ASIAPACIFIC STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPED/PSCI 321</td>
<td>Political Economy of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 203</td>
<td>U.S. Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>WREL 229</td>
<td>Confucianism and Daoism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 102</td>
<td>Introduction to East Asian Religions</td>
<td>3</td>
</tr>
<tr>
<td>WREL 205</td>
<td>Buddhism</td>
<td>3</td>
</tr>
</tbody>
</table>

**PEACE AND DEVELOPMENT STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPED 391</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**MIDDLE EAST STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 374</td>
<td>Religion and Politics in the Middle East</td>
<td>3</td>
</tr>
</tbody>
</table>

**FOREIGN LANGUAGE REQUIREMENT**

All IPED majors must demonstrate a working knowledge of at least one world language besides English or complete through the 104 level of one of the following languages currently offered at the University: Chinese, Korean, Japanese, French, or Spanish.

**THESIS AND INTERNSHIP GUIDELINES**

A senior thesis is voluntary but strongly encouraged. Depending on the scope of the project, a thesis may account for 3 to 6 credit hours. While not required, students are encouraged to write on a subject related to their field of concentration, should they have elected one. In addition, one semester of internship is also strongly encouraged. Internship may account for 3 to 6 credit hours.
### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra or above</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total: 120**

### Suggested Program

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra or above</td>
<td>3</td>
</tr>
<tr>
<td>WREL 101</td>
<td>Intro to World Religions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 207</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fifth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 354</td>
<td>Intl. Political Economy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intl Pol Econ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sixth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206</td>
<td>North/South Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Econ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intl. Pol Econ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Seventh Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTST C101B</td>
<td>Integrated Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intl. Pol Econ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Eighth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intl. Pol Econ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

*Students who do not meet the modern language requirement for the B.A. degree must use 3-12 semester hours free electives, depending on their level of competency, to satisfy this requirement.*
Literature and Civilization *Bachelor of Arts Degree*

**Program Head:** Edward Geist  
Charles Dana Hall  
Telephone: (203) 576-4956  
Fax: (203) 576-4051  
E-mail: edwgeist@bridgeport.edu

**Curriculum and Program Requirements**

The Literature and Civilization major, with its emphasis on the connections between the humanities as well as on their individual aspects, on abstract ideas as well as specific skills, on the global as well as the local context, ensures that students have the resources which will enable them to pursue successfully careers and leadership roles in their communities. The major provides students with the skills, knowledge, and insights which accrue from the study of history, literature, and philosophy. The degree requires 42 hours in the Humanities, 40 hours of General Education, 12 hours of Language study, and 32 hours of Electives.

In Group I students are introduced to the disciplines that make up the humanities by taking a combination of required and elective courses in fine arts, history, literature, and philosophy. In the senior year, Humanities majors take a two-semester sequence (Group II) applying the interrelationships of the humanistic disciplines, first in the Senior Seminar and then in the supervised research and writing of the Senior Thesis in the student’s area of Concentration.

The Literature and Civilization major allows for four areas of Concentration (Group III): (A) Creative Writing, (B) English, (C) History, and (D) Philosophy. Each Concentration requires 15 hours, a combination of specific courses and electives in the area of study.

The Literature and Civilization major must take 12 hours of Language study. The remaining hours may be used to earn a Minor, to take additional courses in the Humanities or the Concentration, or to satisfy a curiosity about some of the many other areas of study offered by the University.

**Learning Outcomes**

By completing the Literature and Civilization program, students will: 1) be able to read critically and analyze traditional literary genres, historical texts, and philosophical texts; 2) be able to develop and communicate their ideas clearly in writing; 3) be able to identify and evaluate appropriate research sources, incorporating the sources into documented academic writing, and formulate their own arguments based in part on those sources; 4) gain a competency in the content, theories and methods of a particular discipline in the humanities that will manifest itself in their written work; 5) be able to demonstrate an understanding of the interconnectedness of literary, historical, and philosophical developments that influence the current global culture; 6) develop an appreciation for the humanities as a source of practical wisdom, aesthetic pleasure, and knowledge of the diversity of human experience; and 7) develop a grounded sense of ethical responsibility in an increasingly interconnected world.

**Summary of Requirements**

**MAJOR PROGRAM REQUIREMENTS**

**GROUP I: BASIC COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 305</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117 or 118*</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122*</td>
<td>3</td>
</tr>
<tr>
<td>TIA 103*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students take one of these courses to satisfy the program’s Fine Arts requirement*

**GROUP II: PROGRAM COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 300</td>
<td>3</td>
</tr>
<tr>
<td>HUM 395</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP III: AREAS OF CONCENTRATION**

**CREATIVE WRITING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>3</td>
</tr>
</tbody>
</table>

**ENGLISH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207 or 208</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209 or 210</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English</td>
<td>9</td>
</tr>
</tbody>
</table>

**HISTORY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 207 or 208</td>
<td>3</td>
</tr>
<tr>
<td>HIST 253</td>
<td>9</td>
</tr>
</tbody>
</table>

**PHILOSOPHY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 203</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 216</td>
<td>9</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION REQUIREMENTS**

**CORE (33)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105 or</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>LANG 101</td>
<td>3</td>
</tr>
<tr>
<td>LANG 101</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>26-38</td>
</tr>
</tbody>
</table>

**FOREIGN LANGUAGE**

Students must demonstrate proficiency in a modern language other than English at the 104 level.

**ELECTIVES AND/OR MINOR**

**Suggested Program**

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>LANG 101</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>3</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207 or 208</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209 or 210</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>FOURTH SEMESTER</td>
<td>LANG 102</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>Western Philosophy (Group I)</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| FIFTH SEMESTER | LANG 103 | 3 |
| ADSN 117 | Survey of Art History I | 3 |
| MUSC 122* | Music in the literal Arts, or |
| THA 105* | Introduction to Drama |
| Philosophy Elective (Group I) | 3 |
| Concentration Elective 2 (Group III) | 3 |
| Elective | 3 |

| SIXTH SEMESTER | LANG 104 | 3 |
| ENGL 305 | Shakespeare (Group I) | 3 |
| Electives | 6 |

| SEVENTH SEMESTER | HUM 300 | Senior Seminar (Group II) | 3 |
| CAPS C390 | Capstone Seminar | 3 |
| History Elective (Group I) | 3 |
| Electives | 6 |

| EIGHTH SEMESTER | HUM 395 | Senior Thesis (Group II) | 3 |
| Concentration Elective 3 (Group III) | 3 |
| English Elective (Group I) | 3 |
| Electives | 6 |

**Total Semester Hours** | 120
Assistant Dean-Student Services:
Dr. Timothy Raynor
Mandeville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: raynor@bridgeport.edu

Curriculum and Program Requirements

The Management and Industrial Relations major prepares graduates to enter the workplace as supervisors, operations managers, human resources technicians and start-up entrepreneurs. The program prepares students to take advantage of opportunities in the global job market. Research, special projects and independent study permit each student to fit the major to their personal interests, values and aspirations. Operational issues as well as broad management policy concerns are emphasized, assuring relevance of studies to a student's starting position and readiness for growth in any organization, domestic or global.

The program offers flexibility in the selection of electives to fulfill the major requirements. After completion of required courses, the student may elect courses in small business and entrepreneurship, advanced operations management, human resource skills and programs, labor law and conflict management, to complete the major.

Students following an entrepreneurial studies track, for instance, would take courses in small business, advanced operations management, and labor law; and complete an independent study focused on preparation of a comprehensive business plan for a prospective business start-up.

Students should consult with the designated undergraduate advisor to plan the selection and sequencing of courses to satisfy the major requirements.

Learning Outcomes

LEARNING OBJECTIVES

Students will: 1) learn how to work effectively with people in an organization; 2) learn the management principles necessary to pursue entry level positions; 3) learn how to effectively communicate; and 4) develop an understanding of organizational processes.

ASSESSMENT

Students will be evaluated and benchmarked with a standardized management specific test. Students' management knowledge and skills will be tested when they begin and finish their Management program with a program specific exam.

Student must earn a grade of "C" or higher in each of the four Management major electives.

Summary of Requirements

CREDITS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Management Program Requirements</td>
<td>72</td>
</tr>
<tr>
<td>Free Electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>GENERAL EDUCATION REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SCI 100 Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>HUM 100 Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FA 100 Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 100 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 100 Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td>72</td>
</tr>
<tr>
<td>ACCT 101 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 103 Managerial/Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 251 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 302 Senior Project/Internship</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 101 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 102 Introduction to CAIS</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201 Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202 Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 201 Adv Composition (for Business)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 209 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 200 Workforce Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320 Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350 Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 205 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Management Electives*</td>
<td>18</td>
</tr>
<tr>
<td><strong>FREE ELECTIVES</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 102</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 102</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 101</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 200</td>
<td>3</td>
</tr>
<tr>
<td>SCI 100</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 102</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 102</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 302</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 302</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 302</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

INTERNSHIP/CO-OP

Students are encouraged to pursue additional co-op experience as described on page 22 using the BUAD-200 course up to three times (one credit each). These credits will be used as part of the student's degree program.
### Curriculum and Program Requirements

In order to prepare for the varied demands of a career in marketing, the Marketing major courses follow an interdisciplinary approach, stressing fundamentals of behavioral analysis, decision-making, research, and the application of managerial techniques to marketing problems.

### Learning Outcomes

**LEARNING OBJECTIVES**

Students 1) learn to create a marketing mix to market products, services and ideas to customers; 2) acquire the knowledge to develop marketing strategy; 3) learn how to effectively communicate marketing information to their various constituencies; and 4) develop an understanding of human behavior related to marketing activity.

**ASSESSMENT**

Students will be evaluated and benchmarked with a standardized marketing test. Students’ marketing knowledge and skills will be tested when they begin and finish the Marketing program with a program specific exam. Students must earn a grade of “C” or higher in each of the four marketing major courses.

### Summary of Requirements

**CREDITS**

| General Education Requirements | 33 |
| Marketing Program Requirements | 72 |
| Free Electives | 15 |
| **Total Semester Hours** | **120** |

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
<td></td>
</tr>
</tbody>
</table>
Martial Arts Studies Bachelor of Arts Degree

Curriculum and Program Requirements

The University of Bridgeport's Martial Arts Studies program is the first degree-granting Martial Arts Studies program in the United States. A challenging program with a Liberal Arts focus, it provides a theoretical and practical understanding of the Martial Arts of East Asia which have a history of 5000 years. Students may choose from practical foci in Taekwondo, Taiji, or Karate. The program is designed to explore questions such as the role of East Asian philosophy in the Martial Arts and the psychosocial effects of the practice of the Martial Arts. Through the relationships with their teachers and their peers, the student is meant to experience a growing sense of community and shared responsibility.

The program, offered through the University's College of Public and International Affairs, examines four dimensions of the Martial Arts, including 1) the historical and philosophical roots of the Martial Arts, 2) the languages and cultures of the societies in which the Martial Arts originated and developed, 3) in-depth study of at least one of the Martial Arts, 4) the psychosocial dimensions of the Martial Arts with a special focus on the impact that the Martial Arts have upon the human personality and upon interpersonal relations.

Students in the program may choose one of several career tracks: A Criminal Justice track; a Health Science track; or a Business track.

Learning Outcomes

Martial Arts Studies students will: 1) demonstrate critical thinking skills; 2) demonstrate basic math and science skills; 3) demonstrate strong written and oral communication skills; 4) demonstrate competency in the history, theory, and practice of at least one of the Martial Arts and a good working knowledge of at least one other; 5) demonstrate a grasp of the various Martial Arts’ notion of “self cultivation” and be able to relate it to their own personal growth; 6) demonstrate the practical leadership skills and intercultural literacy needed to assume entry level leadership positions in business, government, and in civil society; 7) develop appreciation of diversity in the world and in intellectual areas such as but not limited to the humanities and the social sciences; and 8) show the desire and ability to pursue learning throughout life.

*Note that for all College of Public and International Affairs majors, a portfolio is collected to track progress in programmatic outcomes. In martial arts practice, there is regular testing and monitoring of competencies as students go through each level of a martial art.

Summary of Requirements

<table>
<thead>
<tr>
<th>Foundation Practica</th>
<th>Taekwondo Practicum 1-8 or Taiji Practicum 1-8</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREE ELECTIVES</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>CONCENTRATIONS (students may choose from one of the following concentrations):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONCENTRATION IN BUSINESS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>Macro Economics</td>
<td></td>
</tr>
<tr>
<td>or ECON 202</td>
<td>Micro Economics</td>
<td></td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 302</td>
<td>Multicultural Management</td>
<td></td>
</tr>
<tr>
<td>HEALTH SCIENCE TRACK:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>BIOL 113</td>
<td>Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>CHEM 104</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>or PHYS 201</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>or NUTR 107</td>
<td>Basic Nutrition</td>
<td></td>
</tr>
<tr>
<td>CRIMINAL JUSTICE TRACK:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 311</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 270</td>
<td>Sociology of Deviance</td>
<td></td>
</tr>
<tr>
<td>PSCI 223</td>
<td>Introduction to the American Legal System</td>
<td></td>
</tr>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td></td>
</tr>
<tr>
<td>PSCI 333</td>
<td>Terror Network</td>
<td></td>
</tr>
<tr>
<td>or HUSV 315 Substance Abuse and Chemical Dependency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERAL EDUCATION REQUIREMENTS</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td></td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td></td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td></td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td></td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core</td>
<td></td>
</tr>
<tr>
<td>CAPS G390</td>
<td>Capstone Seminar</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total Semester Hours</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours 120

Entering students with experience in Taekwondo, Taiji will be tested and placed in a class, which corresponds to their level of proficiency in the martial arts that they chose. Students with no experience in Taekwondo would start in level 1 and normally would graduate after four years having completed levels 1 through 8. Students entering into Taekwondo who already hold a Black Belt could advance as high as level 16 by the completion of their studies.

Similar to Taekwondo, as explained in the footnote above, students will be ranked and placed in appropriate level if they enter the program with advanced experience in Taiji.

Free electives also can be used to complete a minor/track or a concentration.

Suggested Program

FIRST SEMESTER

| FIRST SEMESTER | | |
| ENGL C101 | Composition & Rhetoric |
| MATH C105 | Intermediate Algebra |
| CHIN, JPN, KORN 101 | Foreign Language Level 1 |
| WREL 205 | Buddhism |
| MARTS 110 | Taekwondo 1 |
| or MARTS 121 | Taekwondo Practicum 1-8 |
| or KARATE | Karate Practicum 1 |
| or PHYS 201 | General Physics I |
| or NUTR 107 | Basic Nutrition |
| or NUTR 107 | Basic Nutrition |
| or PHYS 201 | General Physics I |
| or NUTR 107 | Basic Nutrition |

14-16
### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARTS 111</td>
<td>Taekwondo 2</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 122</td>
<td>Taiji Practicum 2</td>
<td></td>
</tr>
<tr>
<td>CHN, JPN, KORN 102</td>
<td>Foreign Language Level II</td>
<td>3</td>
</tr>
<tr>
<td>WREL 216</td>
<td>Daoism</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 212</td>
<td>The History of Martial Arts</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHN, JPN, KORN 103</td>
<td>Foreign Language Level III</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 112</td>
<td>Taekwondo 3</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 123</td>
<td>Taiji Practicum 3</td>
<td></td>
</tr>
<tr>
<td>MARTS 213</td>
<td>Martial Arts &amp; East Asian Thought</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core</td>
<td>3</td>
</tr>
<tr>
<td>CHN, JPN, KORN 104</td>
<td>Foreign Language Level IV</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 114</td>
<td>Taekwondo 4</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 124</td>
<td>Taiji Practicum 4</td>
<td></td>
</tr>
<tr>
<td>MARTS 312</td>
<td>Image &amp; Reality in the Martial Arts</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 216</td>
<td>Psychological Aspect of Martial Arts</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 241</td>
<td>Taekwondo 5</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 251</td>
<td>Taiji Practicum 5</td>
<td></td>
</tr>
<tr>
<td>MARTS 278</td>
<td>Survey of the Martial Arts</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 311</td>
<td>Communications &amp; Martial Arts</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARTS 242</td>
<td>Taekwondo 6</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 252</td>
<td>Taiji Practicum 6</td>
<td></td>
</tr>
<tr>
<td>PSCI 321</td>
<td>Political Economy of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 254</td>
<td>Issues in Taiji</td>
<td>3</td>
</tr>
<tr>
<td>or MARTS 255</td>
<td>Issues in Taekwondo</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 243</td>
<td>Taekwondo 7</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 253</td>
<td>Taiji Practicum 7</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARTS 244</td>
<td>Taekwondo 8</td>
<td>1</td>
</tr>
<tr>
<td>or MARTS 244</td>
<td>Taiji Practicum 8</td>
<td></td>
</tr>
<tr>
<td>MARTS 395</td>
<td>Senior Thesis / Presentation</td>
<td>3</td>
</tr>
<tr>
<td>MARTS 398</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective / Minor / Concentration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Hours**: 120

*Students who do not meet the modern language requirement for the B.A. degree must use 3-12 semester hours free electives, depending on their level of competency, to satisfy this requirement.*
Mass Communication  Bachelor of Arts Degree

Chair: Yanmin Yu
Telephone: (203) 576-4157
Fax: (203) 576-4967
E-mail: yamin@bridgeport.edu

Curriculum and Program Requirements

The Bachelor of Arts degree is awarded in Mass Communication, with concentrations in Advertising, International Communication, Fashion Business communication, Journalism, Public Relations, and Sports Communications. The Mass Communication Program offers students an interdisciplinary foundation in the basic theory and skills necessary to become media practitioners and more informed media consumers. Students have the opportunity for internships and independent projects that allow them to have real world experience in the mass media professions. Graduates of this program have gone on to a variety of careers in the media field, including those in advertising, corporate communication, public relations, journalism, and broadcasting. Recent graduates have also gone onto top graduate program in Journalism and Mass Communication.

Students attaining the degree in Mass Communication must complete 36 hours of coursework in the Mass Communication area. All students must complete the 12-hour core requirements. In addition, students must complete 12 hours in one of the concentrations.

In addition to the 12-hour core and 12-hour concentration, students are also required to complete an additional 12-hour elective coursework in Mass Communication for a total of 36 hours. Students are required to successfully pass courses in Mass Communication with a grade of C or better. Semester hours earned for a grade below C in an elective Mass Communication course (including those no longer offered), not raised to a C or better, will be added beyond the 120 otherwise needed for graduation.

Internships, Cooperative Education

Students are strongly encouraged to obtain working experience in the Mass Communication field through either the cooperative education program or the internship program. To participate in either co-op or internship, students must meet the following requirements:

- be of junior standing
- have completed at least 18 hours of coursework in mass communication
- have at least a 2.5 QPA in mass communication with no grade below a C-minus
- be a student in good academic standing at the university

Students may apply three (3) semester hours of co-op internship or independent study to the thirty-six (36) hours required in the mass communication major. Additional hours of co-op, internship or independent study credit may be applied to general elective credits required for graduation.

Depth Study

Students are encouraged to obtain a minor of 18-24 semester hours in another department, or a concentration of 15 semester hours of related courses outside Mass Communication minor and concentrations should be chosen in consultation with an advisor.

Learning Outcomes

Students of the B.A. in Mass Communication Program will:
1. demonstrate effective speaking and listening skills for communication in personal, public, and media areas;
2. demonstrate effective writing skills for communication in personal, public, and media areas;
3. demonstrate the ability to observe events, gather information, write news reports and news releases, report on events, and edit other people’s writings;
4. demonstrate the ability to understand the media critically and recognize how media shape and are shaped by politics, society, culture, economics, and daily lives;
5. demonstrate the ability to recognize the power of persuasion and ethical responsibilities of communicators in communication at all levels;
6. demonstrate an understanding of the roles of communication in fostering interaction and interdependence across gender, race, and culture;
7. demonstrate the ability to apply communication theories to analyze contemporary problems; and
8. demonstrate an understanding of the history, development, and practice of the print media, electronic media, and the new media.

*Note that for all College of Public and International Affairs majors, a portfolio is collected to track progress in programmatic outcomes.

Summary of Requirements

Program Requirements

<table>
<thead>
<tr>
<th>MASS COMMUNICATION CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 110</td>
</tr>
<tr>
<td>MCOM 111</td>
</tr>
<tr>
<td>MCOM 211</td>
</tr>
<tr>
<td>MCOM 395</td>
</tr>
<tr>
<td>Total 12</td>
</tr>
</tbody>
</table>

Concentrations

Choice of 15 semester hours in one of the concentrations listed below

Advertising

| MCOM 220  | Introduction to Advertising  | 3 |

Take FOUR courses from the following:

- MCOM 323  | Advertising Copywriting  | 3 |
- MCOM 339  | Advertising Media Planning  | 3 |
- MCOM 339  | Advertising and PR Campaigns  | 3 |
- MCOM 201  | Persuasive Communication  | 3 |
- MCOM 270  | Public Relations  | 3 |
- MCOM 357  | Portfolio Project  | 3 |

International Communication

| MCOM 290  | Intercultural Communication  | 3 |

(Plus any four of the following courses)

- MCOM 284  | Business and Professional Communication  | 3 |
- SOC 231  | Cultural Anthropology  | 3 |
- PSCI 206  | Pol. Econ. of North/South Relations  | 3 |
- PSCI 204  | Government and Politics Abroad  | 3 |
- PSCI 305  | International Relations  | 3 |
- or PSCI 207  | World Politics  | 3 |
- or PSCI 312  | Diplomacy & Foreign Policy  | 3 |
- or PSCI 209  | Intro to United Nations Studies  | 3 |
- WREL 275  | Religion, Conflict and Mediation  | 3 |
- WREL 305  | Comparative Religious Ethics  | 3 |
- WREL 374  | Religion and Politics in the Middle East  | 3 |
- WREL 348  | Religion and Society  | 3 |
- WREL 288  | Internet Religion  | 3 |
- WREL 305  | Comparative Religious Ethics  | 3 |
- WREL 348  | Religion and Society  | 3 |

Fashion Journalism

| MCOM 247  | Fashion Journalism  | 3 |
| FM 101  | Fashion Fundamentals  | 3 |
| MCOM 392  | Fashion Journalism Internship  | 3 |

Take TWO courses from the following:

- MCOM 240  | News Reporting & Writing  | 3 |
- MCOM 284  | Business and Prof Communication  | 3 |
- MCOM 341  | Magazine and Feature Writing  | 3 |
### Mass Communication Bachelor of Arts Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 345</td>
<td>Newspaper Editing &amp; Production</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 390</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JOURNALISM
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 240</td>
<td>News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 341</td>
<td>Magazine and Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 345</td>
<td>Newspaper Editing and Production</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 360</td>
<td>Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 390</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### PUBLIC RELATIONS
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 270</td>
<td>Public Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take FOUR course from the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 201</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 346</td>
<td>Media Management</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 384</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 359</td>
<td>Advertising and PR Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 370</td>
<td>Publicity Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SPORTS JOURNALISM
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 251</td>
<td>Sports Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 398</td>
<td>Sports Journalism Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take THREE course from the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 240</td>
<td>News Reporting &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 255</td>
<td>Sports Business and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 360</td>
<td>Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 341</td>
<td>Magazine and Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 354</td>
<td>Media, Sports, &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 390</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### MASS COMMUNICATION ELECTIVES
- **12**

#### FREE ELECTIVES*
- **33**

#### FOREIGN LANGUAGE
- **6**

### GENERAL EDUCATION REQUIREMENTS
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core</td>
<td>6</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

#### TOTAL SEMESTER HOURS
- **120**

---

*Suggested Program (Advertising)*

#### FIRST SEMESTER
- **FSY C101** First Year Seminar 3
- **ENGL C101** Composition and Rhetoric 3
- **HUM** Humanities 3
- **MCOM 110** Public Communication 3

#### SECOND SEMESTER
- **MATH C105** Intermediate Algebra 3  
  or **MATH C108** Ideas of Mathematics 3  
- **HUM** Humanities Core 3  
- **MCOM 111** Introduction to Mass Communication 3  
  Foreign Language 101 3

#### THIRD SEMESTER
- **SOSC** Social Science 3  
- **FA** Fine Arts Core 3  
- **MCOM 210** Communication Theory 3  
- **MCOM 220** Introduction to Advertising 3  
  or **MCOM 270** Public Relations 3  
  Elective 3

#### FOURTH SEMESTER
- **SOSC** Social Science Core 3  
- **MCOM 323** Advertising Copywriting 3  
- **MCOM 370** Publicity Methods 3  
  Mass Communication Elective 3  
  Elective 6

#### FIFTH SEMESTER
- **SCI** Natural Science Core 3  
- **MCOM 330** Advertising Media Planning 3  
- **MCOM 370** Mass Communication Elective 3  
  Elective 3  
- **Liberal Arts Elective** 3

#### SIXTH SEMESTER
- **SCI** Natural Science Core 3  
- **MCOM** Advertising and PR Campaigns 3  
- **MCOM 395** Mass Communication Elective 3  
- **Liberal Arts Elective** 3  

#### SEVENTH SEMESTER
- **CAPS C390** Capstone Seminar 3  
  Senior Seminar in Mass Communication 3  
- **MCOM 395** Mass Communication Elective 3  
  Liberal Arts Elective 3  
  Electives 6

#### EIGHTH SEMESTER
- **CAPS C390** Capstone Seminar 3  
- **Electives** 12

*Students who do not meet the modern language requirement for the B.A. degree must use 3-12 semester hours free electives, depending on their level of competency, to satisfy this requirement.
Mathematics Bachelor of Arts Degree

Chair:
Charles Dana Hall, Room 151
Telephone: (203) 576-4268
Fax: (203) 576-4051
E-mail:

Curriculum and Program Requirements
Mathematics programs at the University of Bridgeport are designed to prepare the student for graduate work in applied mathematics and allied areas, industrial employment and government employment as well as for careers in teaching, actuarial science and the quantitative areas of the biological and social sciences.

Bachelor of Arts requires a total of 30 semester hours in mathematics and at least three additional semester hours from mathematics or related area courses numbered 200 or above. All degree programs in Mathematics require Computer Science 101 and 102.

Students may take additional mathematics electives; those who intend to go to graduate school are advised to elect one or more of those 400 level mathematics courses which are open to undergraduates and described in the graduate catalog. A total of 120 semester hours is required for graduation.

For any of these major or minor degrees, the student is expected to work out a meaningful program with his/her advisor.

The following year-by-year course displays are to be regarded as illustrative of a typical program leading to a Bachelor's degree in mathematics with a total of 120 semester hours required for graduation.

Learning Outcomes
Students with a B.A. in Mathematics will 1) have learned fundamental knowledge of Mathematics and be prepared to pursue graduate study in mathematics; 2) have well-developed quantitative and analytical skills; 3) be able to use skills in mathematical reasoning and critical thinking to understand and analyze phenomena of nature, modern science and society; 4) be able to make inferences from data and to communicate, prove and justify their findings; 5) be prepared for various qualifying examinations such as the GRE and PRAXIS.
Mathematics Bachelor of Science Degree

**Chair:**
Dana Hall, Room 151
Telephone: (203) 576-4268
Fax: (203) 576-4051
E-mail: [curriculum and program requirements](mailto:curriculum@mathematics.edu)

**Curriculum and Program Requirements**

Bachelor of Science in Mathematics is, primarily, a program in applied mathematics. It provides the student with the fundamentals of major areas of mathematics, with special emphasis on those branches of mathematics that are important in applications. The program provides the necessary background for students who wish to apply mathematics in the natural sciences, as well as for a career in business. Employment opportunities for applied mathematicians exist in industries, medical technology, and financial institutions.

Students are encouraged to select an area of concentration in addition to satisfying the program requirements. Choices for a concentration include the natural sciences, computer science, social sciences or education.

Bachelor of Science requires a total of 30 semester hours in mathematics and at least 9 semester hours in mathematics or cognate areas. Students may take additional mathematics electives; those who intend to go to graduate school are advised to elect one or more of those 400 level mathematics courses which are open to undergraduates and described in the graduate catalog. Computer Science 101 and 102 are required, including their laboratory components. A total of 120 semester hours is required for graduation.

**MATHEMATICS MINOR**

Students wishing to obtain a minor in mathematics must take Math 110, Math 112, Math 215 and at least 2 courses at the 200 level or higher.

For any of these major or minor degrees, the student is expected to work out a meaningful program with his/her advisor. The following year-by-year course displays are to be regarded as illustrative of a typical program leading to a Bachelor’s degree in mathematics with a total of 120 semester hours required for graduation.

**Learning Outcomes**

Students with a B.S. in Mathematics will 1) have learned fundamental knowledge of Mathematics and be prepared to pursue graduate study in mathematics; 2) have well-developed quantitative and analytical skills; 3) be able to use skills in mathematical reasoning and critical thinking to understand and analyze phenomena of nature, modern science and society; 4) be able to make inferences from data and to communicate, prove and justify their findings; 5) be prepared for various qualifying examinations such as the GRE and PRAXIS.

**Summary of Requirements**

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 214</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus and Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics electives*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CPSC 101</td>
<td>Introduction to Computing I</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 102</td>
<td>Introduction to Computing II</td>
<td>4</td>
</tr>
</tbody>
</table>

47

**ELECTIVES (IN CONCENTRATION) 33**

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 110</td>
<td>Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Principles I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Studies</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C390</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

5

**Total Semester Hours 120**

* Mathematics and cognate courses at the 200 level or higher.

**Suggested Program**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 101</td>
<td>Introduction to Computing I</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 110</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Principles of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C209</td>
<td>Principles of Physics III</td>
<td>4</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 214</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>Principles of Physics II</td>
<td>4</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C209</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 391</td>
<td>Modern Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**THIRD YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 314</td>
<td>Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 391</td>
<td>Mathematics Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 399</td>
<td>Electives (in concentration)</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Studies</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Advanced Anal. I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 402</td>
<td>Advanced Anal. II</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C390</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 391</td>
<td>Modern Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 301</td>
<td>Mathematics Core</td>
<td>3</td>
</tr>
<tr>
<td>MATH 399</td>
<td>Electives (in concentration)</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Studies</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Math 424</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours 120**
Development of problem solving skills by providing solutions to the problems in industry, academia as well as other disciplines in the field they choose to pursue. [Problem Solving]

Learning Outcomes

Our Mechanical Engineering graduates will:

1. Demonstrate knowledge and the ability to apply knowledge of math, science, and engineering in the analysis of mechanical engineering problems. [Fundamentals]

2. Have an ability to design and conduct scientific and engineering experiments and to analyze and interpret data. [Experiment/ Results]

3. Demonstrate knowledge of core mechanical engineering topics and an ability to design mechanical components and systems. [Design]

4. Exhibit an ability to function in a multidisciplinary team. [Team Work]

5. Exhibit an ability to identify, formulate and solve mechanical engineering problems. [Problem Solving]

6. Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions. [Ethics/Profession]

7. Exhibit an ability to convey technical material through oral presentation and formal written reports/paper. [Communication]

8. Demonstrate the ability to identify and apply concepts of engineering economics and project planning. [Engr Econ/Planning]

9. Have an awareness of the need and the ability to demonstrate learning throughout one's life with an appreciation for the diversity in the world and intellectual areas. [Diversity and LLL]

10. Demonstrate the ability to use techniques, skills and modern engineering tools for design and analysis. [Techniques/Skills]
Suggested Program

FIRST SEMESTER
CPSC 101 Introduction to Computing with lab 3
ENGR 111 Introduction to Engineering 3
MATH 110 Calculus I 4
CHEM 103 General Chemistry with lab 4

SECOND SEMESTER
MEEG 112 Engineering Graphics 3
MATH 112 Calculus II 4
PHYS 111 Principles of Physics I, with lab 4
ENG C101 Composition and Rhetoric 3
HUM Humanities Core 3

THIRD SEMESTER
MEEG 250 Engineering Mechanics: Statics 3
ELEG 255 Network Analysis I with Lab, aka Circuits I with Lab 3
MEEG 215 Calculus III 4
PHYS 112 Principles of Physics II, with lab 4

FOURTH SEMESTER
MEEG 252 Engineering Mechanics: Dynamics 3
MEEG 203 Thermodynamics 3
MEEG 223 Material Selection for Engineers 3
MATH 301 Differential Equations 3
HUM Humanities Core 3

FIFTH SEMESTER
MEEG 310 Mechanics of Materials 3
MEEG 307 Fluid Mechanics 3
ENGR 300 Economics and Management of Engineering Projects 3
MATH 323/214 Probability and Statistics/Linear Algebra 3
SOSC Social Science Core 3

SIXTH SEMESTER
MEEG 363 Heat and Mass Transfer 3
MEEG 380 Mechanical Measurement and Data Analysis 3
MEEG 372 Manufacturing Engineering 3
MEEG 315 Mechanical Vibrations 3
SOSC Social Science Core 3

SEVENTH SEMESTER
MEEG 350D Machine Design 3
MEEG 381 Mechanical Engineering Systems Lab 3
MEEG 361 Senior Design Project 3
Technical Elective 3
CAPS C390 Senior Capstone 3

EIGHTH SEMESTER
MEEG 369D Thermal Fluid System Design 3
MEEG 362 Senior Design Project 3
FA Fine Arts Core 3
Technical Electives 6
**Program Director:** Wayne Aguiar MS, MLS(SAMCP)SM  
Dana Hall, Room 151  
Telephone (203) 576-4268  
Fax: (203) 576-4262  
E-mail: waguiar@bridgeport.edu  
**Clinical Director:** Kathleen Engelmann, Ph.D., CLS (NCA)  
Dana Hall, Room 213  
Telephone: (203) 576-4253  
Fax: (203) 576-4262  
E-mail: engelmann@bridgeport.edu

**Curriculum and Program Requirements**

A B.S. degree in Medical Laboratory Science provides exciting opportunities for individuals with an interest in science who wish to pursue a career in a health/medical profession or other laboratory-related field. Medical Technologists, also called Clinical Laboratory Scientists, analyze human blood and other body fluids using a variety of methods and precision instruments. The results of these analyses are used to determine the presence or absence of disease, help determine appropriate treatment, monitor therapy, and assess health. In addition to performance and interpretation of laboratory procedures, clinical laboratory scientists may be involved in the selection of lab methods or analyzers, as well as training, supervision, and consultation with other health care professionals.

The program is currently licensed by the state of CT to offer a program and pending national program accreditation. Completion of the degree will lead to eligibility for certification by the Board of Registry of the American Society of Clinical Pathology as a Medical Laboratory Scientist. Granting of the degree/certificate IS NOT contingent on passing any type of external certification or licensure examination.

The UB Medical Laboratory Science program is pursuing accreditation through the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119

**Learning Outcomes**

Upon successful completion of this program, students will:

1. Be proficient in performing the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics.
2. Be able to participate in the development and evaluation of test systems and interpretive algorithms, hold diverse.
3. Responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.
4. Possess basic knowledge, skills, and relevant experiences in consultative interactions with members of the healthcare team, external relations, customer service and patient education; financial, operations, marketing, and human resource management; information management, and; research design/practice sufficient to evaluate published studies as an informed consumer.
5. Be proficient in maintaining necessary operations for the general functions of the clinical laboratory, including specimen collection.

**Entrance Requirements and Advising**

Incoming Freshman who have met the following criteria: (a) SAT scores of 530 verbal and 520 math, and 480 writing or composite ACT score of 22; (b) Grade point average of B (3.0) or better; (c) Three years of mathematics and two lab sciences in high school can declare a MT major at any time during the first two years of study.

The formal Medical Laboratory Science curriculum encompasses the last two years of study. All prospective MT majors, including transfer students will be evaluated prior to the fall semester of the junior year to determine whether all the necessary pre-requisites have been met or are in progress. To continue into the junior year of the program all MT majors must complete a minimum 61 semester hours including all UB general education requirements, except Capstone, and all science foundation courses. Students must maintain a minimum GPA of 2.50. MT majors are required to maintain a grade of C or better in all science foundation courses.

Applications from transferring sophomores will be accepted for the Fall 2013 or later. Applications from transferring juniors will be accepted for the Fall 2012 or later. Application from transferring seniors will not be accepted, however exceptions may be made for students transferring from NAACLS accredited 3+1 university-based programs on a case by case basis for the Fall 2013 or later.

**TOEFL scores**

- Paper-based: 550  
- Computer-based: 213  
- Internet-based: 80

We also accept the IELTS (International English Language Testing System) and require an Overall band score of 6.5 and no part score lower than 6.0

**Program Requirements and Features**

Completion of the Medical Laboratory Science degree requires 28 weeks of supervised clinical work in a hospital laboratory, provided by our clinical affiliates. Since the curriculum includes laboratory work done under professional supervision, the degree candidate not only must satisfy the customary expectations of academic work but also must meet the high-quality standards demanded of a professional medical technologist. Students must maintain a minimum GPA of 2.50. MT students are required to maintain a grade of C or better in all required courses. MT students must pass a comprehensive pre-clinical examination prior to pursuing their clinical rotations. Individual professional liability insurance is required of each student and can be purchased through American Society for Clinical Laboratory Science (ASCLS).

Criminal background checks are required before clinical rotations. A background check that is not “clear” may preclude rotations at some hospitals and prevents employment at most healthcare facilities.

As a closure requirement for graduation, students must pass a comprehensive department examination covering all aspects of clinical laboratory science. However, issuing of the degree is not contingent on passing any type of external certification or licensure examination.
Medical Laboratory Science Bachelor of Science Degree

Pre-Physician Assistant and Health Professional Options

The Medical Laboratory Science Major meets all pre-requisites for UB’s Physician Assistant program, including 500 hours of clinical experience. Successful graduates of the Medical Laboratory Science program are also highly competitive for other medical, health, and research oriented graduate programs.

Medical Laboratory Science MINOR option

Biology majors wishing to obtain a minor in Medical Laboratory Science must take BIOL 102, BIOL 320, BIOL 332, BIOL 345, BIOL 443, CHEM 360, CHEM 380, and at least two 300 level MLS courses. Students interested in this program should contact the Medical Laboratory Science Program Director. A minor in Medical Laboratory Science will not lead to eligibility for certification as a Medical Laboratory Scientist.

Medical Laboratory Certificate: A categorical certificate option for people already possessing a BS degree and meeting the necessary pre-requisites is available and requires a customized plan of study, please see the program director for further information and a consultation.

Summary of Requirements

PROGRAM REQUIREMENTS

Medical Laboratory Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 341</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 332</td>
<td>Medical Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 380</td>
<td>Physiological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 314</td>
<td>Intro to Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 310</td>
<td>Intro to Hematology/Hemostasis</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 345</td>
<td>Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>MLSC 311</td>
<td>Intro to Clinical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 317</td>
<td>Mycology/Parasite/Virology</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 301</td>
<td>Phlebotomy/Safety</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 350</td>
<td>Advanced Hematology</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 355</td>
<td>Advanced Clinical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 354</td>
<td>Advanced Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 320</td>
<td>Preclinical Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 321</td>
<td>Clinical Seminar I Education</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 322</td>
<td>Clinical Seminar II Mgmt</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 380</td>
<td>Phlebotomy Rotation</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 388</td>
<td>Clinical Correlations (Clinical)</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 384</td>
<td>Clinical Chem Lab Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MLSC 386</td>
<td>Clinical Immunohematology Lab Rotation</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 382</td>
<td>Clinical Hematology Lab Rotation</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 385</td>
<td>Clinical Micro Lab Rotation</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 302</td>
<td>Analytical Methods</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 360</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 301</td>
<td>Phlebotomy</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

JUNIOR YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 380</td>
<td>Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 341</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 352</td>
<td>Medical Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 380</td>
<td>Physiological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 310</td>
<td>Intro to Hematology/Hemostasis</td>
<td>2</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 345</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 311</td>
<td>Intro to Clinical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 317</td>
<td>Mycology/Parasite/Virology</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 320</td>
<td>Preclinical Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 380</td>
<td>Phlebotomy Rotation</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 388</td>
<td>Clinical Correlations (Clinical)</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 384</td>
<td>Clinical Chem Lab Rotation</td>
<td>5</td>
</tr>
<tr>
<td>MLSC 386</td>
<td>Clinical Immunohematology Lab Rotation</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 382</td>
<td>Clinical Hematology Lab Rotation</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 385</td>
<td>Clinical Micro Lab Rotation</td>
<td>4</td>
</tr>
</tbody>
</table>

SENIOR YEAR (CLINICALS)

Fall Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 355</td>
<td>Advanced Clinical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 350</td>
<td>Advanced Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 321</td>
<td>Clinical Seminar I Education</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 382</td>
<td>Clinical Hematology Rotation</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 384</td>
<td>Clinical Chemistry Rotation</td>
<td>5</td>
</tr>
</tbody>
</table>

Spring Semester (Clinical continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 322</td>
<td>Clinical Seminar II Management</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 354</td>
<td>Advanced Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 388</td>
<td>Clinical Correlations</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 380</td>
<td>Phlebotomy Rotation</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 393</td>
<td>Clinical Research</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 386</td>
<td>Clinical Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 385</td>
<td>Clinical Microbiology Rotation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Semester Hours 129

Suggested Program

FRESHMAN YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 380</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 110</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>FA 110</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Semester Hours 31-38

Spring Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Bio 102</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours 121-128
Music Bachelor of Music Degree

Program Head: Jeffrey Johnson
Bernhard Center, Room 310
Telephone: (203) 576-4407
Fax: (203) 576-4052
E-mail: jjohnson@bridgeport.edu

Curriculum and Program Requirements

The Music Program offers the Bachelor of Music degree with concentrations in, Music Education, Performance, Jazz Studies and Music Business. Bachelor of Music candidates must complete all academic core courses, music foundation courses, and the specific requirements of their concentration before graduating. The Program Director may determine that proficiency is established and may waive requirements; however, 120 credits are required to earn a Bachelor's degree.

Music Education

The Music Education concentration of the Bachelor of Music degree is designed to provide foundational training and experiences for prospective music teachers, and prepare them to enter a master’s degree program in music education. The Music Program and the University’s School of Education offers a master’s degree (M.S.) which leads to initial teaching certification in music.

Music Performance

The Music Performance concentration of the Bachelor of Music degree is designed to refine and develop skills essential to professional musicians. Extensive collaborative performing experience in ensembles, solo performance, and private study on a major instrument are central to this concentration. Students are expected to study a major instrument including bass, bassoon, clarinet, drumset, flute, guitar, harpsichord, horn, oboe, percussion, piano, saxophone, sitar, tabla, trumpet, trombone, tuba, violin, viola, violoncello, or voice.

Music Business

A highly demanding combination of intensive musical studies and business courses designed to help musicians become entrepreneurial professions ready to succeed in today’s marketplace.

Juries

At the discretion of the applied music faculty in consultation with the Program Director, during the final examination period of each semester, music majors will take an examination in their major applied area before a music faculty jury.

Learning Outcomes

By completing the Bachelor of Music degree students will: 1) develop a strong foundation in the theory and history of music; 2) select a musical concentration—performance, education, or music business—and develop foundational skills in this area; 3) further develop skills in voice or on a musical instrument; 4) possess sufficient musical acumen to make creative contributions to musical performances and fusion ensembles; 5) further their ability to work in, learn from, and teach groups composed of learners from diverse backgrounds and with multiple skill levels; and 6) be able to bring musical knowledge into dialogue with learning occurring in the general education component of the undergraduate curriculum.

Summary of Requirements

Requirements for all Concentrations

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Studies</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

MUSIC FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 109</td>
<td>Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>Theory 2</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 215</td>
<td>Theory 3</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 216</td>
<td>Theory 4</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 109a</td>
<td>Aural Theory</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUSC 110a</td>
<td>Aural Theory</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 215a</td>
<td>Aural Theory</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 216a</td>
<td>Aural Theory</td>
<td>1</td>
</tr>
</tbody>
</table>

At least three credits of piano study.
At least twelve credits in the history and literature of music.
At least three credits in music technology.

INDIVIDUAL CONCENTRATION REQUIREMENTS

MUSIC EDUCATION CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Applied Study</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>Ensembles (105,106,107)</td>
<td>10</td>
</tr>
<tr>
<td>MUSC 183</td>
<td>Group Voice</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 208</td>
<td>Jazz Improvisation &amp; Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>MUSC</td>
<td>Instrumental Methods Courses</td>
<td>9</td>
</tr>
<tr>
<td>MSED 240</td>
<td>Field Experience in Music Ed</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 256</td>
<td>Fundamentals of Piano I</td>
<td>3</td>
</tr>
<tr>
<td>MSED 311</td>
<td>Vocal Conducting</td>
<td>3</td>
</tr>
</tbody>
</table>

Enrollment in at least one ensemble is required each semester of residence, including at least two semesters in a choral ensemble and two in an instrumental ensemble. Enrollment in applied music study is required for at least six semesters in residence or every semester of residence for transfer students. Director may determine that proficiency is established and may waive requirements.

PERFORMANCE CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Applied Major</td>
<td>16</td>
</tr>
<tr>
<td>MUSC 414</td>
<td>Business of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 908</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 414</td>
<td>Business of Music</td>
<td>3</td>
</tr>
</tbody>
</table>

At least nine credits of music technology or music business courses.
Director may determine that proficiency is established and may waive requirements.

MUSIC BUSINESS CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Applied Major</td>
<td>15</td>
</tr>
<tr>
<td>MUSC 306</td>
<td>Ensembles</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 414</td>
<td>Business of Music</td>
<td>3</td>
</tr>
</tbody>
</table>

(In consultation with an Academic Advisor, students choose nine non-music courses from this list)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101*</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Princ. Economics-Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Princ. Economic-Micro</td>
<td>3</td>
</tr>
</tbody>
</table>

And 15 credits of approved electives from business, mass communications, or music technology.
Director may determine that proficiency is established and may waive requirements.

*Recommended

34-35

(1) Course work from this list

170
# Music Bachelor of Music Degree

## Music Education Concentration

### Suggested Program

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 109 (3)</td>
<td>MUSC 110 (5)</td>
</tr>
<tr>
<td>MUSC 109a (1)</td>
<td>MUSC 110a (1)</td>
</tr>
<tr>
<td>MUSC 122 (3)</td>
<td>MUSC 183 (5)</td>
</tr>
<tr>
<td>Ensemble (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (16)</td>
<td><strong>Total</strong> (16)</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 215 (3)</td>
<td>MUSC 216 (5)</td>
</tr>
<tr>
<td>MUSC 215a (1)</td>
<td>MUSC 216a (1)</td>
</tr>
<tr>
<td>MSED 255 (3)</td>
<td>MUSC 256 (2)</td>
</tr>
<tr>
<td>Ensembles (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (13)</td>
<td><strong>Total</strong> (15)</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC History (3)</td>
<td>MUSC History (3)</td>
</tr>
<tr>
<td>MUSC Technology (2)</td>
<td>Inst Methods (3)</td>
</tr>
<tr>
<td>Ensembles (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (5)</td>
</tr>
<tr>
<td><strong>Total</strong> (17)</td>
<td><strong>Total</strong> (15)</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 208 (3)</td>
<td>MSED 311 (5)</td>
</tr>
<tr>
<td>MUSC 240 (1)</td>
<td>Elective (5)</td>
</tr>
<tr>
<td>Ensemble (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (10)</td>
<td>Capstone Seminar (3)</td>
</tr>
<tr>
<td><strong>Total</strong> (17)</td>
<td><strong>Total</strong> (12)</td>
</tr>
</tbody>
</table>

Total Semester Hours: **120**

## Music Performance Concentration

### Suggested Program

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 109 (3)</td>
<td>MUSC 110 (3)</td>
</tr>
<tr>
<td>MUSC 109a (1)</td>
<td>MUSC 110a (1)</td>
</tr>
<tr>
<td>MUSC 201 (2)</td>
<td>MUSC 202 (2)</td>
</tr>
<tr>
<td>Ensembles (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (15)</td>
<td><strong>Total</strong> (17)</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 215 (3)</td>
<td>MUSC 216 (3)</td>
</tr>
<tr>
<td>MUSC 215a (1)</td>
<td>MUSC 216a (1)</td>
</tr>
<tr>
<td>MUSC 203 (3)</td>
<td>MUSC 204 (3)</td>
</tr>
<tr>
<td>Ensembles (2)</td>
<td>Ensembles (2)</td>
</tr>
<tr>
<td>Core Curriculum (3)</td>
<td>Core Curriculum (3)</td>
</tr>
<tr>
<td><strong>Total</strong> (14)</td>
<td><strong>Total</strong> (14)</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 426 (3)</td>
<td>Tech/Business Elect (3)</td>
</tr>
<tr>
<td>MUSC History (3)</td>
<td>MUSC History (3)</td>
</tr>
<tr>
<td>Ensembles (2)</td>
<td>Ensembles (2)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (16)</td>
<td><strong>Total</strong> (16)</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC Elective (3)</td>
<td>MUSC Elective (3)</td>
</tr>
<tr>
<td>Ensembles (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (7)</td>
</tr>
<tr>
<td><strong>Total</strong> (12)</td>
<td><strong>Total</strong> (15)</td>
</tr>
</tbody>
</table>

Total Semester Hours: **120**

## Music Business Concentration

### Suggested Program

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 109 (3)</td>
<td>MUSC 110 (5)</td>
</tr>
<tr>
<td>MUSC 109a (1)</td>
<td>MUSC 110a (1)</td>
</tr>
<tr>
<td>MUSC 201 (2)</td>
<td>MUSC 202 (2)</td>
</tr>
<tr>
<td>Ensembles (1)</td>
<td>Ensemble (1)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (16)</td>
<td><strong>Total</strong> (16)</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 215 (3)</td>
<td>MUSC 216 (3)</td>
</tr>
<tr>
<td>MUSC 215a (1)</td>
<td>MUSC 216a (1)</td>
</tr>
<tr>
<td>MUSC 203 (3)</td>
<td>MUSC 204 (3)</td>
</tr>
<tr>
<td>Ensembles (2)</td>
<td>Ensembles (2)</td>
</tr>
<tr>
<td>Core Curriculum (3)</td>
<td>Core Curriculum (3)</td>
</tr>
<tr>
<td><strong>Total</strong> (14)</td>
<td><strong>Total</strong> (14)</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 207 (2)</td>
<td>MCOM 370 (3)</td>
</tr>
<tr>
<td>MKTG 30 (3)</td>
<td>ECON 201 (3)</td>
</tr>
<tr>
<td>Core Curriculum (6)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td><strong>Total</strong> (13)</td>
<td><strong>Total</strong> (14)</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100 (2)</td>
<td>MUSC 100 (2)</td>
</tr>
<tr>
<td>MUSC 398 (3)</td>
<td>MUSC 398 (3)</td>
</tr>
<tr>
<td>MUSC 426 (3)</td>
<td>TECH/BUSINESS ELECT (3)</td>
</tr>
<tr>
<td>LAW 251 (3)</td>
<td>FIN 309 (3)</td>
</tr>
<tr>
<td>MGMT 320 (3)</td>
<td>Core Curriculum (6)</td>
</tr>
<tr>
<td>Core Curriculum (4)</td>
<td>Core Curriculum (5)</td>
</tr>
<tr>
<td><strong>Total</strong> (18)</td>
<td><strong>Total</strong> (14)</td>
</tr>
</tbody>
</table>

Total Semester Hours: **120**
### Curriculum and Program Requirements

The RN to BSN program at the University of Bridgeport provides career/educational mobility for the registered nurse who desires to earn the Bachelor of Science in Nursing (BSN). The streamlined progression is designed for both the diploma and associate degree graduate who can earn advanced placement on a transfer of credits previously earned at a nationally accredited institution. No placement examination is required, and applicants may transfer up to 64 credits from previous nursing program coursework from an accredited two-year college or accredited diploma nursing program. Ninety credits may be transferred from accredited four-year institutions. The program consists of a total of 120 credit hours. The last 27 credit hours of upper level nursing courses and the 3 credit Capstone 390 Seminar must be completed through the School of Nursing at the University of Bridgeport.

The RN to BSN program offers the RN student the opportunity to earn the BSN degree in a reasonable time frame without repetition of learning in an environment that acknowledges the knowledge, skills, and abilities the RN brings to the learning environment. The Upper Level Nursing Courses are provided once per calendar year but all courses can be taken on a rolling admission basis except for Nursing Theory and Evidence-based Practice which requires Statistics as a pre-requisite. The curriculum helps the RN to enhance the role of the professional nurse for practice in today's complex health care environment.

The RN to BSN curriculum is designed to integrate a foundation in the liberal arts and nursing courses that expand the knowledge base of basic nursing practice beyond the original nursing pre-licensure program. The curriculum provides the opportunity for professional growth and development in critical thinking, analysis, utilization of evidence-based practice, and communication within inter-professional practice in a variety of health care settings.

**General Education Track**

Prior to admission to the RN to BSN program, pre-requisite general education and nursing courses must be completed. Courses taken at other institutions of higher learning will be evaluated for transfer credit on an individual basis. Generally, academic credits taken at an accredited community college or university are accepted at the University of Bridgeport if a grade of "C" or higher is earned. Required general education courses satisfy the University of Bridgeport's focus areas of skills, heritage, and seminars and are designed to provide a universal and diverse foundation for study at the baccalaureate level.

### Student Learning Outcomes

Student learning outcomes for the RN to BSN program enable the graduate to:

1. Synthesize knowledge from a liberal education in communication, human experience, scientific literacy, analysis, and global society;
2. Communicate using an ongoing interactive process that builds therapeutic interpersonal and inter-professional relationships for an increasingly interconnected health care environment;
3. Apply the nursing process to provide patient-centered, evidence-based, clinical competent, contemporary professional nursing care;
4. Apply critical thinking skills to support excellence in nursing practice and to provide comprehensive compassionate, evidence-based nursing care across the life span;
5. Promote healthy lifestyles through health education, health promotion strategies and population-focused interventions;
6. Comprehend system-based practice and its impact on safe, quality patient care within the scope of professional nursing practice;
7. Apply leadership and management skills in the provision of safe, quality and cost-effective care in the continuum of healthcare environments;
8. Exercise innovative inquiry in the use of information and patient care technology with knowledge based on research for the improvement in patient outcomes; and
9. Practice within the values, ethics, and legal standards of professional nursing.

### Summary of Requirements

#### I. TRANSFER CREDITS:

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Life Span/Child Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Basic Nursing</td>
<td>34</td>
</tr>
</tbody>
</table>

#### II. GENERAL EDUCATION | 26 |

<table>
<thead>
<tr>
<th>Skills Section:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra (*Pre-requisite for Statistics)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heritage Section:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science: Chemistry 113 with Lab</td>
<td>4</td>
</tr>
<tr>
<td>General Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

(General Electives are courses outside the specific degree requirements and can be filled by courses in other subjects or transfer courses at the baccalaureate level)

<table>
<thead>
<tr>
<th>Math: Statistics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Pre-Requisite for Nursing Theory and Evidence-based Practice Course ONLY</td>
<td></td>
</tr>
</tbody>
</table>

#### III. UPPER LEVEL NURSING PROGRAM REQUIREMENTS AND SEMINAR | 30 |

| Nursing Theory & Evidence-based Practice | 3 |
| Health Assessment | 3 |
| Community Health | 4 |
| Professional Seminar in Nursing | 3 |
| Leadership & Management in Nursing | 4 |
| Quality, Safety & Health Policy | 4 |
| Capstone II | 3 |
| Nursing & Health Care Informatics | 3 |

<table>
<thead>
<tr>
<th>Seminar:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone 390/Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

(Required to be taken at UB-Must complete 75 semester credit hours and all 30 hours in the Skills and Heritage Section)

**Total Credit:** 120
Nursing Bachelor of Science in Nursing Degree

**UPPER LEVEL NURSING COURSES AND SEMINAR: RN TO BSN PROGRAM SEQUENCE**

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Term 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 301</td>
<td>Nursing Theory and Evidence-based Practice</td>
</tr>
<tr>
<td>NURS 302</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>NURS 303</td>
<td>Community Health</td>
</tr>
<tr>
<td>Capstone 390/Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Term 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 304</td>
<td>Professional Seminar in Nursing</td>
</tr>
<tr>
<td>NURS 305</td>
<td>Leadership &amp; Management in Nursing</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>NURS 306</td>
<td>Quality, Safety &amp; Health Policy</td>
</tr>
<tr>
<td>NURS 308</td>
<td>Capstone II</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 307</td>
<td>Nursing &amp; Health Care Informatics</td>
</tr>
</tbody>
</table>
Professional Studies Bachelor of Science Degree

**Director:** Michael Giampaoli (interim)
Wahlstrom Library
Telephone: (203) 576-4168
Fax: (203) 576-4537
Email: gmichael@bridgeport.edu

**Curriculum and Program Requirements**
The Bachelor of Science in Professional Studies is a multidisciplinary degree-completion program that refines student skills and abilities for application in a broad range of professions. The program is intended for non-traditional, part-time students who are currently employed in technical, professional, or entry-level positions, and who have acquired an associate’s degree or completed at least 30 transferable credits from accredited institutions. The program is designed to provide career-focused learning geared toward coursework in organizational communication and leadership for students who desire to enhance their knowledge, analytical abilities and critical thinking skills for advancement in their career field.

**Degree Requirements**
1) A minimum of 120 hours with a minimum cumulative quality point ratio of 2.00.
2) The student must complete a professional studies core, the University general education core and then choose a concentration in one of four areas:
   a) Organizational Leadership and Change
   b) Healthcare Administration
   c) Human Resource Administration
   d) Interdisciplinary

**Learning Outcomes**
The Professional Studies major will prepare graduates to:
- Understand the concept of professionalism as it relates to organizational leadership and change.
- Utilize administrative and leadership theory and practices relevant to understand organizations.
- Employ critical thinking methodology for analyzing and resolving organizational issues.
- Communicate in diverse, team-oriented workplaces through group presentations, oral and written reports, and communication formats tailored for business environments.
- Analyze and comprehend the leadership and interpersonal competencies essential to effective management and administration.
- Understand the ethical standards, values and attitudes appropriate to professionals.
- Gain knowledge, skills, and abilities associated with workplace success.

Additionally, the **Organizational Leadership Track** will prepare graduates to:
- Demonstrate leadership skills in visioning, strategic planning, and managing change.
- Demonstrate managerial skills in budgeting and finance, management of personnel, safety, information systems, and technology in the workplace.
- Find the most current and best available research and apply evidence-based practices to organizational change.
- Design and execute a training project using the appropriate theories and facilitation skills.
- Design competitive pay structures and performance-based incentive systems.
- Explain employee and employer rights and obligations in a collective bargaining situation.
- Design human resource policies and practices that comply with labor and employment legislation and regulations.

Additionally, the Human Resource Administration Track will prepare graduates to:
- Evaluate the effectiveness of recruiting methods and the validity of various selection procedures.
- Design and execute a training project using the appropriate theories and facilitation skills.
- Design competitive pay structures and performance-based incentive systems.
- Explain employee and employer rights and obligations in a collective bargaining situation.
- Design human resource policies and practices that comply with labor and employment legislation and regulations.

Additionally, the **Healthcare Administration Track** will prepare graduates to:
- Demonstrate knowledge of the primary ethical values underlying the healthcare institutions and delivery (i.e., respect for persons, beneficence, and justice, in managerial decision-making).
- Apply basic statistical, quantitative, and economic concepts and tools to support analysis and decision-making.

Additionally, the **Multidisciplinary Track** will prepare students to demonstrate, design, and apply knowledge across the spectrum of Organizational Leadership, Healthcare Administration and Human Resource Administration.

**Summary of Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Studies Program</td>
<td>24</td>
</tr>
<tr>
<td>General Education</td>
<td>42</td>
</tr>
<tr>
<td>Area of Concentration</td>
<td>21</td>
</tr>
<tr>
<td>Free Electives</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**PROFESSIONAL STUDIES PROGRAM REQUIREMENTS (24 CREDITS)**
- PRST 201 Fundamentals of Management and Leadership
- PRST 204 Social Impact of Technology
- PRST 202 Business Math
- PRST 220 Analytical & Persuasive Writing
- PRST 224 Critical Thinking & Writing
- MCOM 284 Business & Professional Communications
- MCOM 110 Public Communications
- PRST 250 Budgeting & Finance for Organizations

**GENERAL EDUCATION REQUIREMENTS (42 CREDITS)**
- ENGL 101 Composition and Rhetoric
- FYS 102 First Year Studies
- MATH 105 Mathematics
- SCI Natural Sciences (6 credits)
- HUM Humanities (6 credits)
- SOSC Social Science (6 credits)
- FA Fine Arts course
- LA Liberal Arts Electives (9 credits)
- CAPS 390 Capstone

174
Professional Studies  Bachelor of Science Degree

Concentration Requirements:
A minimum of 21 credits is required in one of the following areas of concentration.

**ORGANIZATIONAL LEADERSHIP AND CHANGE (21 CREDITS)**
- MCOM 384  Organizational Communication
- MGMT 300  Organizational Behavior
- ORLD 341  Supervision and Team Building
- ORLD 342  Non-profit Management
- ORLD 350  Organizational Change and Leadership
- PSYC 309  Industrial/Organizational Psychology
- ORLD 351  Challenges in Leadership Seminar

**HEALTHCARE ADMINISTRATION (21 CREDITS)**
- HSCI 250  Introduction to Community & Public Health
- HLAD 333  Management of Health Care Information Systems
- HLAD 331  Law and Ethics in Health Care
- HLAD 334  Health Care Financial Management
- HLAD 332  Health Care Organization & Administration
- PSYC 385  Statistics for the Behavioral Sciences
- HLAD 335  Health Care Strategic Management

**HUMAN RESOURCES ADMINISTRATION (21 CREDITS)**
- MGMT 300  Organizational Behavior
- MGMT 365  Introduction to Human Resource Management
- MGMT 311  Compensation & Benefits
- MGMT 340  Conflict & Negotiation
- HRAD 344  Training Methods
- MGMT 342  Labor Law
- PSYC 309  Organizational Psychology

**MULTIDISCIPLINARY TRACK (21 CREDITS)**
The Multidisciplinary Track allows each student to design their own concentration by selecting seven of the twenty courses listed in the above concentrations.

**GENERAL ELECTIVE COURSES (33 CREDITS)**

**TOTAL SEMESTER HOURS 120**
Psychology  Bachelor of Science Degree

Co-Chair: Tracey Ryan
Charles A. Dana Hall
Telephone: (203) 576-4175
Fax: (203) 576-4200
E-mail: tryan@bridgeport.edu

Curriculum and Program Requirements
The Bachelor of Science degree in Psychology prepares students for work that requires liberal arts training as well as psychological knowledge and skills. The major provides students with a detailed awareness of the field of psychology, including its historical background, paradigms, methods, research findings, and applications. The major addresses the general areas of developmental, personality, social, cognitive, and abnormal psychology. It fosters the development of verbal, quantitative, analytical, and technological skills that are useful for work in psychology and related fields.

The major requires twelve psychology courses (36 semester hours), including Introduction to Psychology (103), Child Psychology (201), Personality Psychology (303), Abnormal Psychology (230), Social Psychology (240), Cognitive Psychology (307), and six other elective psychology courses. A total of 120 credits are required for graduation. Students wishing to obtain a minor in Psychology must take Introduction to Psychology and any five additional psychology courses (18 semester hours).

Learning Outcomes
By completing the B.S. in Psychology program, students will: 1) have learned the pre-history and the history of Psychology including the evolution of its main issues, topic areas, methods and applications; 2) know the major perspectives in Psychology including Psychoanalytic theory, Behaviorism, Humanistic Psychology and Cognitive Behavioral Neuroscience; 3) understand the lifespan approach to human biological, cognitive and psychosocial development; 4) be able to provide examples of the major forms of psychological research including methodologies such as naturalistic observation, surveys, case studies and archival research, and the main features and techniques of psychological experimentation; 5) understand basic data organization, presentation and analysis including both inferential and descriptive statistics; 6) understand characteristics of psychological research including the limitations of correlation research, experimental biases, placebo effects and ethical issues regarding human subjects; 7) be able to critically evaluate the psychological research presented in the popular press; 8) be able to relate key psychological concepts and theories to their own personal lives; 9) understand how key psychological concepts and theories are applied in clinical, medical, educational, human services and corporate settings; and 10) understand connections between Psychology and such other disciplines as Philosophy, Biology, Sociology, Religion, and Human Services.

Summary of Requirements

<table>
<thead>
<tr>
<th>MAJOR REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 103 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 230 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 240 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 303 Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 307 Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Electives</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

| FREE ELECTIVES             | 42        |
|                            | 78        |

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 101 First Year Seminar</td>
</tr>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>MATH C105 Intermediate Algebra</td>
</tr>
<tr>
<td>HUM Humanities Core</td>
</tr>
<tr>
<td>SOSC Social Science Core</td>
</tr>
<tr>
<td>SCI Natural Science Core</td>
</tr>
<tr>
<td>FA Fine Arts Core</td>
</tr>
<tr>
<td>CAPS C390 Capstone Seminar</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours 120

Suggested Program

FIRST SEMESTER

| ENGL C101 Composition & Rhetoric | 3         |
| MATH C105 Intermediate Algebra   | 3         |
| FYS 101 First Year Seminar       | 3         |
| PSYC 103 Introduction to Psychology | 3        |
| Free Elective                    | 3         |

SECOND SEMESTER

| FA Fine Arts Core                | 3         |
| SCI Natural Sciences Core        | 3         |
| PSYC 201 Child Psychology        | 3         |
| PSYC 230 Social Psychology       | 3         |
| Free Elective                    | 3         |

THIRD SEMESTER

| SCI Social Science Core          | 3         |
| PSYC 230 Social Psychology       | 3         |
| Free Elective                    | 3         |

FOURTH SEMESTER

| HUM Humanities Core              | 3         |
| PSYC 240 Social Psychology       | 3         |
| PSYC 307 Cognitive Psychology    | 3         |
| Free Elective                    | 6         |

FIFTH SEMESTER

| PSYC 303 Personality Psychology | 3         |
| Psychology Elective             | 6         |
| Free Elective                   | 6         |

SIXTH SEMESTER

| HUM Humanities Core              | 3         |
| Psychology Elective              | 6         |
| Free Elective                    | 6         |

SEVENTH SEMESTER

| CAPS C390 Capstone Seminar       | 3         |
| Psychology Elective              | 3         |
| Free Elective                    | 9         |

EIGHTH SEMESTER

| Free Elective                    | 15        |

Total Semester Hours 120
Religion and Politics Bachelor of Arts Degree

Director: Robert Rigg
Carlson Hall, Room 209
Telephone: (203) 576-4212
Fax: (203) 576-4967
E-mail: healy@bridgeport.edu

Curriculum and Program Requirements

The major in Religion and Politics prepares students to interpret the influence of religion in the various spheres of cultural life and in light of prevailing political climates. In particular, we study the role of religious values in fomenting conflict and promoting peace; in preparing for a life of service; and in giving depth and direction to culture.

The study of contemporary religions as a living phenomenon requires the concomitant study of social sciences and politics in order to deepen one's appreciation of the ways in which the religious roots of any society can impact upon both politics and culture. This becomes increasingly important in a world in which a successful career in business or diplomacy requires an understanding of the way that religion shapes culture, political thought and current conflicts. This program, one of the few of its kind in the world, provides students with a broad understanding of the major themes within religion while also allowing them to develop expertise in one of three cultural spheres: Western Religion and Culture; Islamic Religion and Culture or East Asian Religion and Culture. With this expertise, graduates of this program will be equipped to provide a deeper analysis of existing social structures and contribute to solutions in the worlds of international relations, media and more broadly political science.

Required courses from a common foundation prepare students to apply their knowledge in one of three concentrations. In the foundations sequence, students are acquainted with the belief systems of the world’s major religions as well as political science and economics. This aspect of study involves learning religious studies methods, political science methodologies, principles of economics, cultivating the capacity for critical analysis, developing cultural sensitivity, and securing ability to communicate within an array of cultural and political idioms. In the concentrations sequence, students focus their learning on current problems and practically-oriented solutions. Three defined concentrations are possible: (1) East Asian Religion and Society; (2) Islamic Religion and Society; and (3) Judeo-Christian Thought and Society. With the consultation of an advisor, a self-planned option is also possible.

Integrative in nature, this study draws upon other disciplines. Students in Religion and Politics are encouraged to take courses in political science, history, literature, economics, sociology, and mass communication. Our students prepare to serve in non-governmental organizations, to seek professional degrees to further lives of service, and to enroll successfully in graduate schools of the highest caliber. Since the program is personally and intellectually demanding, its admissions policy is selective.

Learning Outcomes

Students in the B.A. in Religion and Politics will:
1) demonstrate a broad mastery of the liberal arts, including cross-disciplinary and interdisciplinary skills of interpretation, critical thinking skills, and oral and written communication skills;
2) demonstrate a mastery of religious studies methods;
3) demonstrate competency in the keys dimensions of political theory and political science;
4) demonstrate a high-level of competency in one’s understanding of the history, beliefs, evolution, and practice of religion and governance in the Islamic cultural sphere, or in East Asian/Confucian sphere or in the West and demonstrate the competencies needed to compare developments and institutions in one’s area of specialization with those in place in other major cultural spheres;
5) demonstrate a critical, non-prejudicial understanding of how the world’s religions differentially impact social, political, and economic development;
6) demonstrate an understanding of key social institutions (and their impact upon developments in religion and politics);
7) demonstrate at least a 104 level of competency in a foreign language germane to the region, which the student has chosen as his or her area studies concentration;
8) demonstrate the ability to undertake independent work and produce research at a high quality for undergraduates.

Summary of Requirements

MAJOR PROGRAM REQUIREMENTS

I. FOUNDATIONS (33-36 HOURS)

A. INTRODUCTORY COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 102 Introduction to Eastern Religions**</td>
<td>3</td>
</tr>
<tr>
<td>WREL 103 Introduction to Western Religions**</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 103 Intro to Political Science and Political Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 323 Classics in Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>**(with the Chair’s permission students may take a higher level course in lieu of either WREL 102 or WREL 103)</td>
<td></td>
</tr>
</tbody>
</table>

B. PROGRAM COURSES

Six 200-level “Program” courses (3 in WREL, 3 in PSCI or ECON)

Courses may be selected from

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 204 Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 205 Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 207 Judaism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 208 Christianity</td>
<td>3</td>
</tr>
<tr>
<td>WREL 209 Islam</td>
<td>3</td>
</tr>
<tr>
<td>WREL 215 Unification Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>WREL 229 Confucianism and Taoism</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 201 Economics and Development or ECON 201 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 202 Intro to Political Economy or ECON 202 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206 Political Economy of North-South Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 208 Introduction to International Law or PSCI 209 Introduction to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 215 International Human Rights</td>
<td>3</td>
</tr>
</tbody>
</table>

C. THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 395 Senior Thesis</td>
<td>3-6*</td>
</tr>
</tbody>
</table>

*The thesis may be taken for six hours.

II. CONCENTRATIONS (12 CREDIT HOURS):

Students complete their major studies by taking twelve semester credit hours in one of the following concentrations.

A. East Asian Religion and Society

Note: In addition to completing 12 semester hours from the regional topical courses that appear below, students in this concentration are required to complete four semesters of Chinese, Japanese or Korean language or demonstrate competency at that level.

Choose three Concentration/Region-Specific Courses, designated by (R), plus one non-(R) course.

B. Program Courses

Six 200-level “Program” courses (3 in WREL, 3 in PSCI or ECON)

Courses may be selected from

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 204 Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 205 Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 207 Judaism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 208 Christianity</td>
<td>3</td>
</tr>
<tr>
<td>WREL 209 Islam</td>
<td>3</td>
</tr>
<tr>
<td>WREL 215 Unification Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>WREL 229 Confucianism and Taoism</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 201 Economics and Development or ECON 201 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 202 Intro to Political Economy or ECON 202 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206 Political Economy of North-South Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 208 Introduction to International Law or PSCI 209 Introduction to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 215 International Human Rights</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 395 Senior Thesis</td>
<td>3-6*</td>
</tr>
</tbody>
</table>

*The thesis may be taken for six hours.

II. CONCENTRATIONS (12 CREDIT HOURS):

Students complete their major studies by taking twelve semester credit hours in one of the following concentrations.

A. East Asian Religion and Society

Note: In addition to completing 12 semester hours from the regional topical courses that appear below, students in this concentration are required to complete four semesters of Chinese, Japanese or Korean language or demonstrate competency at that level.

Choose three Concentration/Region-Specific Courses, designated by (R), plus one non-(R) course.

B. Program Courses

Six 200-level “Program” courses (3 in WREL, 3 in PSCI or ECON)

Courses may be selected from

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 204 Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 205 Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 207 Judaism</td>
<td>3</td>
</tr>
<tr>
<td>WREL 208 Christianity</td>
<td>3</td>
</tr>
<tr>
<td>WREL 209 Islam</td>
<td>3</td>
</tr>
<tr>
<td>WREL 215 Unification Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>WREL 229 Confucianism and Taoism</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 201 Economics and Development or ECON 201 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>IEPD 202 Intro to Political Economy or ECON 202 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206 Political Economy of North-South Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 208 Introduction to International Law or PSCI 209 Introduction to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 215 International Human Rights</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WREL 395 Senior Thesis</td>
<td>3-6*</td>
</tr>
</tbody>
</table>

*The thesis may be taken for six hours.
III. GENERAL EDUCATION REQUIREMENTS

Suggested Program

FIRST SEMESTER

English C101 Composition and Rhetoric 3
Math C105 Intermediate Algebra 3
FYS 101 First Year Seminar 3
WREL 102 Intro to Western Religions 3
PSCI 103 Intro to Political Science 3

SECOND SEMESTER

SCI Natural Sciences Core 3
FA Fine Arts Core 3
HIST 101 World History 3
WREL 102 Intro. to Eastern Religions 3
WREL Concentration Course 3

THIRD SEMESTER

LANG 101 Language Requirement 101 3
HUM Humanities Core 3
SOSC Social Science Core 3
WREL 200-level Program Course 3
PSCI 323 Classics in Political Theory 3

FOURTH SEMESTER

LANG 102 Language Requirement 102 3
SOSC Social Science Core 3
MCOM 280 Intercultural Communication 3
WREL 200-level Program Course 3
WREL Concentration Course 3

FIFTH SEMESTER

LANG 103 Language Requirement 103 3
HUM Humanities Core 3
WREL 200-level Program Course 3
WREL Concentration Course 3
Elective 3

SIXTH SEMESTER

LANG 104 Language Requirement 104 3
SCI Natural Sciences Core 3
WREL 200-level Program Course 3
WREL Concentration Course 3
Elective 3

SEVENTH SEMESTER

CAPS C390 Capstone Seminar 3
WREL Concentration Course 3
PSCI 209 U.N. Studies 3
WREL 395 Thesis 3

EIGHTH SEMESTER

WREL Concentration Course 3
Elective 4
SOSC 207 World Regional Geography 3
Elective 3
Elective 2

Total Semester Hours 120

*Students who do not meet the modern language requirement for the B.A. degree must use 3-12 semester hours free electives, depending on their level of competency, to satisfy this requirement.
Social Sciences Bachelor of Arts Degree

Program Head: Beth Skott
Carlson Hall, Room 231
Telephone: (203) 576-4453
Fax: (203) 576-4967
E-mail: bskott@bridgeport.edu

Curriculum and Program Requirements

The Social Sciences major is designed to provide students with a liberal arts experience from the perspective of the social sciences. It is innovative both in its interdisciplinary approach to subject matter and the options it offers students to pursue their goals, whether in graduate school or government or the foreign service, in international agencies or business, in the law, teaching or community service. In addition to completing the major (i.e., meeting the requirements indicated in Groups I & II), students may choose to add (i) concentrations or minors in Criminal Justice, History, International Studies, Pre-Law, Political Science, Psychology, Sociology, or (ii) minors in career-related areas such as International Business, Finance, Human Services, and Education. Career opportunities traditionally available to liberal arts students are much enhanced by the flexibility the Social Science major permits. In its interdisciplinary approach, its emphasis on breadth as well as depth of learning, and its focus on practical skills, the Social Science major prepares students, for leadership roles in their communities and the world, and for self-fulfillment, and for success in their careers.

Learning Outcomes

Students in the B.A. in Social Sciences program will 1) possess a broad, liberal arts foundation and an understanding of how developments in social and intellectual history shape and affect human values and institutions; 2) demonstrate an understanding of basic social science methods; 3) demonstrate that they are conversant (i.e., possess a basic grasp) in the disciplines subsumed under the “social science” rubric at the University of Bridgeport, i.e., political science, economics, international studies, and sociology; 4) demonstrate a more advanced “working knowledge” of at least one social science discipline; 5) demonstrate they possess the cognitive competencies and study skills to succeed in advanced/graduate studies in any of the social sciences or in law or business; 6) demonstrate that they have the competencies needed to function competently in an entry-level social science-related career; and 7) demonstrate competency in written and oral communication.

Summary of Requirements

Program Requirements

| Group I | Economics | 6 |
| History | 6 |
| Political Science | 6 |
| Psychology | 6 |
| Sociology | 6 |

| Group II | SOSC 395 Thesis or Senior Project | 3 |
| SOSC 300 Methods Seminar | 3 |

Total Major Semester Hours: 36

Any changes to these requirements require advisor approval.

Minor/Concentration in the Social Sciences:

| Minor in Sociology | SOC 101 Introduction to Sociology | 3 |
| or SOC 102 Social Problems | 3 |
| SOC 204 Marriage and Family | 3 |
| SOSC 300 Research Methods | 3 |
| Plus 3 electives with chair approval | 9 |

Minor in Criminal Justice

| SOC 118 Intro to Criminal Justice | 3 |
| SOC 315 Criminal Law | 3 |
| PSCI 233 Introduction to the American Legal System | 3 |
| or PSCI 101 American Government | 3 |
| or SOC 311 Juvenile Delinquency | 3 |
| or SOC 270 Sociology of Deviance | 3 |
| HUSV 315 Substance Abuse and Chemical Dependence | 3 |
| PSCI 333 The Terror Network | 3 |
| SOC 398 Internship in Criminal Justice | 3 |

Minor in Political Science

| PSCI 101 American Government | 3 |
| or PSCI 103 Intro to Political Science and Political Research Methods | 3 |
| PSCI 204 Government and Politics Abroad | 3 |
| PSCI 207 World Politics | 3 |
| IPED 206 Political Economy of North South | 3 |

MINOR IN PSYCHOLOGY

| PSCI 101 American Government | 3 |
| or PSCI 209 Introduction to United Nations Studies | 3 |
| SOSC 207 World Regional Geography | 3 |
| PSCI 323 Classics in Political Theory | 3 |
| or PSCI 324 Recent Political Theory | 3 |

MINOR IN HISTORY

| SOSC 207 World Regional Geography | 3 |
| PSCI 204 Government and Politics Abroad | 3 |
| or SOC 251 Cultural Anthropology | 3 |
| PSCI 398 Law Internship | 3 |

CONCENTRATION IN PRE-LAW

| PSCI 101 American Government | 3 |
| PSCI 223 Introduction to the American Legal System | 3 |
| SOC 204 Government and Politics Abroad | 3 |
| or SOC 251 Cultural Anthropology | 3 |
| PSCI 398 Law Internship | 3 |

TOTAL SEMESTER HOURS 120

General Education Requirements

| ENGL C101 Composition & Rhetoric | 3 |
| MATH C105 Intermediate Algebra | 3 |
| or MATH C108 Ideas of Mathematics | 3 |
| HUM | 6 |
| SCI | 6 |
| SOSC | 6 |
| FA | 3 |
| FYS | 3 |
| CAPS C390 Capstone Seminar | 3 |
| Liberal Arts Electives | 7 |

TOTAL SEMESTER HOURS 120
## Suggested Program

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 101</td>
<td>3</td>
</tr>
<tr>
<td>MATH C105</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History (Group I)</td>
<td>3</td>
</tr>
</tbody>
</table>

### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology (Group I)</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science (Group I)</td>
<td>3</td>
</tr>
</tbody>
</table>

### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 103</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sociology (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Economics (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science (Group I)</td>
<td>3</td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 104</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Economics (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sociology (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology (Group I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration 1, or Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 300</td>
<td>Seminar in Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration 2 &amp; 3, or Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 395</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration 4, or Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 120

*Students who do not meet the modern language requirement for the B.A. degree must use 3-12 semester hours free electives, depending on their level of competency, to satisfy this requirement.*
Graduate Degree Programs
Analytics and Systems  Master of Science

Senior Lecturer: Michael Lohle
Mandeville Hall, Room 304
Telephone: (203) 576-2390
Fax: (203) 576-4388
Email: mlohle@bridgeport.edu

The UB MS in Analytics & Systems Value Proposition
The MS in Analytics & Systems (MS A&S) is a 30-credit graduate program designed to meet the needs of students whose career goals include integrating data, technology, and methods to provide insights for constructive decision-making. The program accomplishes its mission by developing student expertise in technical skill, solution architecture and delivery, analysis and management. Graduates of the MS A&S will be well-positioned to enter contemporary data-driven organizations.

Students will learn both a breadth of knowledge of information systems and a depth of skills in modern analytical methods. Classwork involves both rigorous instruction and required projects to prepare graduates for the unique stresses of this fast-paced industry. A similar MBA program with a concentration in Analytics Intelligence is offered by our Ernest C. Trefz School of Business; this MS A&S is for students looking to focus more on analytics and systems specifically, rather than business management generally.

Positive program outcomes will be achieved through the knowledge and skills the students will acquire from a comprehensive curriculum design, instruction in an effective learning environment, opportunities for inquiry, and professional development. This program largely leverages our existing offerings. While more specific and analytical in nature, these learning outcomes are in line with our institutional mission, and our MBA program.

Program Characteristics
Although students with work experience will find maximum benefit from the MS A&S, no previous work experience is required. The curriculum is designed to recognize and accommodate substantial diversity in preparation and experience as well as the different goals and career expectations of students. For this reason, some students may be required to complete preparatory coursework to successfully graduate from the 30-credit MS A&S program. Flexible course delivery enables students to proceed at their desired pace. Most students complete the MS A&S program in 18 to 24 months.

Learning Outcomes
Students will integrate the knowledge and skills they have gained throughout their graduate program to develop and evaluate information systems and analytics by:

Technical
- Demonstrating an understanding of concepts learned throughout this graduate program
- Describing the business drivers and critical success factors for effective analytics and systems project and program delivery
- Using research, tools and techniques for complex analytical solutions that capture, consolidate and present information for meaningful insights

Human
- Communicating complicated information at a professional level clearly and concisely
- Understanding how to manage all aspects of the data capture, delivery and analysis process
- Demonstrating initiative, discipline, and follow-through on assignments and projects
- Facilitating meaningful dialogue related to class topics

Conceptual
- Evaluating the advantages and disadvantages of analytics and systems solution designs, tools and visualization options
- Analyzing trends within data, facilitating their application, and sharing throughout the organization
- Applying the theories and techniques learned throughout this program with focus on analytics, information systems, sourcing, and vendor management.

Learning Outcomes will be assessed using the following measures:
- Research papers integrating market trends with class topics
- Exams measuring the effective acquisition of technical, systems design and delivery acumen
- “Hands on” tools and calculation assignments and projects covering key managerial aspects of analytics and systems design and delivery
- Student attendance and class participation
- A thesis or internship that demonstrates the ability to conduct investigations in the analytics and systems discipline.

Language Requirement
Conditionally accepted international students with an undergraduate degree that was taught in a language other than English are required to successfully complete additional language-related coursework and third-party assessment testing before joining the program.

Academic Preparation
Students with undergraduate preparation in a non-business field may be required to complete up to 12 credits of preparatory coursework. Students with a strong academic record (B or better in each case) from an accredited university may be able to waive preparatory foundation courses. Accounting & Business Law (ACCT500) requires both managerial and financial accounting, as well as any course labelled business law that included contracts and tort law. Economics & Finance (ECON500) requires both micro- and macroeconomics, as well as finance that included time value of money. Information Systems & Quantitative Methods (ITKM500) requires information systems, intermediate Excel, and either MS Excel- or SAS-based statistics or research methods. Management & Marketing (MGMT500) requires organizational behavior, operations management, and marketing or any similarly named course that includes consumer behavior.

Preparatory Courses: Acquiring the Foundation for Success (up to 12 Credits)
This course provides the basic fundamentals that serve as a necessary foundation for the MS A&S program.
- ACCT500 Accounting & Business Law
Analytics & Systems Master of Science

- ECON500 Economics & Finance
- ITKM500 Information Technology & Quantitative Methods
- MGMT500 Management & Marketing

MS A&S Program Curriculum (30 credits)

Core Courses (6 credits):
- ITKM505: Information Systems & Knowledge Management
- MGMT555: Global Project Management

Analytics Intelligences Courses (9 credits)
- ITKM548: Enterprise Intelligence and Decision Support Systems
- ITKM549: Technical Concepts for Analytics Professionals
- ITKM560: Foundations in Advanced Analytics

Analytics Applications Courses (9 credits)
- MKTG525: Data-Driven Marketing
- FIN534: Behavioral Economics and Finance
- MGMT534: Strategic Sourcing & Vendor Management

Capstone Courses (6 credits)
- GLDP501: Research Methods
- BUCP598: Thesis or BUCP599 Internship

MS/MBA Dual-Degree Program

The Trefz School offers students the opportunity to acquire concurrent (students must not be eligible to graduate from either program until the final semester) graduate degrees within the Trefz School in which students may apply up to 15 credit hours to both programs. A minimum of 51 credit hours must be completed to satisfy the requirements of this dual-degree program.

The BUCP599 Capstone course is available for dual-degree students with the following modification; students may complete a three-credit internship and one one-credit in each program."

STEM Designation

The MS A&S is classified by ICE (U.S. Immigration and Customs Enforcement) as a STEM (Science, Technology, Engineering and Math) degree.

Progression/Sequence of Coursework

Preparatory coursework must be taken in the first semester. Students begin the formal MS A&S program by completing the eight Core courses (in any order). The Capstone courses should be taken in the final semester, or final two semesters.

Fulltime Status

Fulltime status requires at least three classes per semester (spring and fall) for international students and at least two classes per semester for domestic students. International students on an F1 or J1 visa may take fewer than 9 credits only once during their graduate tenure (spring and fall semesters), which is only permitted in their final semester.

Grading Policy

A grade of C or better is required for credit toward graduation in all preparatory and program coursework. Students are expected to maintain a semester GPA of 3.0 or better throughout their studies. Those students who earn a semester GPA below 3.0 will be placed on probation and must comply with the associated formal process to successfully maintain proper status.

Requirements for Graduation

To qualify for the award of the degree of Master of Science in Analytics and Systems, a student must fulfill the following minimum requirements:

1. Admitted to candidacy for the degree in the School of Business.
2. Satisfactorily complete all academic requirements with a cumulative grade point average grade of “B” (CGPA = 3.0) or better.
3. File an application for the award of the degree at the Registrar’s Office on or before the date published in the University Calendar.
4. Complete all academic requirements within five (5) years from the date of first registration, unless a petition for extension is granted. Extensions are granted only for compelling reasons.

Eligibility for Transfer Credits in the 30-credit upper-level Program Courses

For students with graduate coursework from a regionally accredited university: No more than two (graduate) courses may be transferred into the MS A&S program. For students who have earned graduate credit from the Trefz School that is not included in a conferred degree: all applicable (graduate) three-credit courses may be transferred into the MS A&S program.
**Biology Master of Arts/Science**

**Director:** Spiros Katsifis  
Charles Dana Hall  
Telephone (203) 576-4265  
Fax: (203) 576-4262  
Email: skatsif@bridgeport.edu

The Biology Master's degree programs offer a contemporary biology curriculum that emphasizes the principles and experimental approaches of modern biology. The M.S. program emphasizes design and execution of experimental research, while the M.A. program emphasizes career building.

The program offers a variety of customized options so students may select an academic plan that best suits their goals. We offer degree course paths in Molecular Biology, Biomedical Science, or Ecology and Evolution. We also offer two degree options, the Master of Science (MS) or Master of Arts (MA) in Biology.

**Degree Options**

**MASTER OF SCIENCE (M.S.) IN BIOLOGY**

This option emphasizes design and execution of experimental work. In this program, the student will be required to complete a thesis featuring an original research. Students in this program will most likely be pursuing terminal degrees following the completion of their degree.

**MASTER OF ARTS (M.A.) IN BIOLOGY**

This option emphasizes career building. As a student in the M.A. degree program, students will have the option of pursuing an internship or completing their degree with coursework only. Students in the M.A. degree program will most likely be working professionals interested in advancing their careers by gaining expertise in the field of biology.

**CAREERS AND PROFESSIONS AVAILABLE TO GRADUATES OF THE PROGRAM.**

The program advances the skills and training of students with degrees in Biology or related fields, making them competitive for jobs in private, academic, and government research institutions, clinical laboratories, government agencies, teaching opportunities and those seeking to strengthen their applications to doctoral programs and other professional programs. Graduates with master's degrees in biology are expected to have additional opportunities in nonscientist positions related to biology, in fields like sales, marketing, publishing, and research management. Some examples of nonscientist job titles that require or prefer a Master's degree include Proposal Development Specialist, Global Product Manager, Technical Sales Representative, and Land Management Specialist.

**OBJECTIVES OF THE PROGRAM**

The M.S. program requires a minimum of 33 credit hours of coursework designed to meet stated objectives of student learning for the program. All credit hours must therefore be graduate level (400-level or higher) courses in Biology, or cognate courses tailored to individual student interests, in Chemistry, Mathematics, Computer Science, Engineering, Health Science, or Medical Technology. All cognate courses are subject to departmental approval of their contributions to either the research or career skill acquisitions listed in the programs objectives (see item III.1 below). Every student in the program must take the core courses Biology 445, 470, 490, 498 or 499 and Math 423B. Those electing the thesis option (M.S.) must complete twenty four credits of course work and six credits of Master's Research, culminating in a written thesis and oral defense, demonstrating the program's objective of successful acquisition by the student of independent research skills. Students choosing the non-thesis option (M.A.) must either complete thirty three credits of course work in Biology or cognate courses aimed at further acquisition and refinement of program student learning objectives or thirty credits of course work and, with the approval of the graduate Chair of biology, three credits of intern experience in a professional setting aimed at student acquisition of career skills targeted by the program. Both MS and MA students should take examinations, oral or written as appropriate. Upon completion of the internship, the student should have a written report by the intern advisor and should present a seminar at UB, demonstrating successful completion of the area of her/his internship.

**Program Admissions and Special Requirements**

Applicants to the M.S. and M.A. programs must submit the following documents:

- Official transcripts of all undergraduate (and any graduate) work
- Evidence of successful completion of the baccalaureate degree, with an overall cumulative index of B as well as a B or better average in program prerequisites: Biology and cognate science courses, such as Biochemistry, Chemistry, or applied clinical lab-based science courses.

**Learning Outcomes**

The program will prepare graduates to:

- Search, read and interpret current biological literature
- Develop an in-depth understanding of the scientific issues of a particular area of biology
- Develop expertise in research methods associated with an area of biology
- Develop professional skills related to work in a specific area of biology or biomedical science
- Integrate techniques, skills, and understanding of scientific principles across various area sub-disciplines of biology.

The M.S. program will also develop independent scientific research skills, including the ability to:

- Formulate scientific hypotheses, design and execute experiments
- Collect, analyze and interpret experimental data
Biology  Master of Arts/Science

- Deliver scientific ideas and experimental results both at scientific meetings and through preparation and publication of manuscripts
- The M.A. program will also develop professional work skills, including the ability to:
  - Integrate knowledge of biology and biological research to occupations in clinical settings
  - Apply knowledge of biology and biological research to occupations in commercial or policy settings

These objectives serve the university’s mission to offer “career-oriented undergraduate, graduate and professional degrees and programs for people seeking personal and professional growth.”

**Graduation requirements**

Comprehensive Examination: All students must pass an oral or written comprehensive examination as determined by their advisors, covering current theory, application and research in areas appropriate to their training and interests. In addition

- M.S. candidates must also submit and defend a research thesis, which demonstrates the student’s ability to conduct independent research.
- M.A. candidates who choose the internship option must also submit a recommendation letter from their internship mentor and an internship report describing the work done in their internship and the professional advancement outcomes achieved. Furthermore the student should present her/his work in a seminar at UB.

**Curriculum**

**Program Common Core Courses** Cred hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 445</td>
<td>Advanced Methods in Molec Biology 3</td>
</tr>
<tr>
<td>Bio 470</td>
<td>Research Rotation 1</td>
</tr>
<tr>
<td>Bio 490</td>
<td>Departmental Seminar 1</td>
</tr>
<tr>
<td>Bio 498</td>
<td>Internship 3</td>
</tr>
<tr>
<td>Bio 499</td>
<td>Master's Research b 6</td>
</tr>
<tr>
<td>Bio 500</td>
<td>Maintaining Matriculation 0</td>
</tr>
<tr>
<td>Math 423B</td>
<td>Biostatistical Analysis 4</td>
</tr>
</tbody>
</table>

**Biomedical Science** Cred hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 418</td>
<td>Environmental Health 3</td>
</tr>
<tr>
<td>Bio 441</td>
<td>Immunology 3</td>
</tr>
<tr>
<td>Bio 446</td>
<td>Environmental Toxicology 3</td>
</tr>
<tr>
<td>Bio 491</td>
<td>Gut Microbiota in Health and Disease 3</td>
</tr>
</tbody>
</table>

**Ecology and Evolution** Cred hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 402</td>
<td>Evolution 3</td>
</tr>
<tr>
<td>Bio 425</td>
<td>Advanced Ecology 3</td>
</tr>
<tr>
<td>Bio 424</td>
<td>Physiological Ecology 3</td>
</tr>
<tr>
<td>Bio 479</td>
<td>Bioinformatics 3</td>
</tr>
</tbody>
</table>

**Elective Courses** Cred hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 401</td>
<td>Histology 4</td>
</tr>
<tr>
<td>Bio 444</td>
<td>Immunology 4</td>
</tr>
<tr>
<td>Bio 447</td>
<td>General Toxicology 4</td>
</tr>
<tr>
<td>Bio 480</td>
<td>Special Topics 3</td>
</tr>
<tr>
<td>Bio 495</td>
<td>Bioelectric Phenomena 1</td>
</tr>
<tr>
<td>Bio 497</td>
<td>Selected Topics in Integrated Health and Healing 1</td>
</tr>
<tr>
<td>Bio 493</td>
<td>Bioelectric Phenomena 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 401</td>
<td>Histology 4</td>
</tr>
<tr>
<td>Bio 444</td>
<td>Immunology 4</td>
</tr>
<tr>
<td>Bio 493</td>
<td>Bioelectric Phenomena 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Cred hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 401</td>
<td>Histology 4</td>
</tr>
<tr>
<td>Bio 444</td>
<td>Immunology 4</td>
</tr>
<tr>
<td>Bio 499</td>
<td>Master's Research b 6</td>
</tr>
<tr>
<td>Bio 500</td>
<td>Maintaining Matriculation 0</td>
</tr>
</tbody>
</table>

\(a\) for M.A., \(b\) for M.S.
The Department also offers, as an integral part of the Biomedical Engineering Masters Degree, the opportunity to specialize in several concentration areas.

1. Computer communication and networking in biomedical engineering
2. Biomechatronics and automation
3. Biomedical Materials and Engineering
4. Bioelectronics
5. Biotechnology
6. Biomedical signal and Image Processing
7. Wireless and mobile communication pertaining to Biomedical Engineering
8. Bioinformatics
9. Tissue Engineering

In addition the department also offers the opportunity to acquire dual graduate degree with electrical engineering (dual MS degree in BME/ELEG). Candidates for the dual Masters Degree programs are typically required to complete a total of 49 credit hours to satisfy the requirement of two Masters Degrees. This implies 15 credit hours in addition to the 34 credits required for the MS degree in Biomedical Engineering.

Learning Outcomes

Consistent with the university’s vision, and with the missions of the School of Engineering and the Biomedical Engineering Program, the educational objectives for the Master of Science in Biomedical Engineering program were established as follows:

- Graduates of the BME program will have a sound integrated knowledge of science and engineering fundamentals with respect to the biomedical issues.
- Graduates will be proficient in the use of modern techniques, tools, procedures, and information sources which are useful in the definition and solution of problems in biomedical engineering.
- Graduates will have the ability to apply their scientific knowledge and engineering tools and techniques to design useful and economically feasible novel materials, devices, systems and processes which address problems relevant to the fields of biomedical engineering.
- Graduates will have the breadth and depth of knowledge, and a commitment to continued learning, necessary to understand the economic, social, ethical, and aesthetic aspects of their profession and their work, and to effectively communicate the results of their work.

Course Requirements

REQUIRED COURSES

A. A total of 34 semester hours is required. The core curriculum consists of 16 credits and includes:

- BMEG 565 Biomedical Materials and Engineering (3 credits)
- BMEG 412 Bioelectronics (3 credits)
- BMEG 580 Tissue Engineering (3 credits)
- BMEG 520 Team Based Research (6 credits)
- ENGR 400 Seminar (1 credit)

B. The remaining 18 credits are elective courses.

The elective courses may be chosen from the list of BME concentration areas or chosen in consultation with the graduate advisor. The course descriptions are in the Graduate Studies Division section of the Catalog.

C. A team based research project of 6 credits is compulsory and the course number for that is BMEG 620 as mentioned under core courses

CORE COURSES

- BMEG 410 Biosensors
- BMEG 412 Introduction to Bioelectronics
- BMEG 440 Ergonomic Factors in Design
- BMEG 451 Introduction to BioMEMS
- BMEG 452 Biomedical Imaging
- BMEG 503 Biometrics
- BMEG 506 Transport Phenomena in Biological Systems
- BMEG 507 Algorithm in Bioinformatics
- BMEG 508 Biomechanics
- BMEG 511 Design and Development of Biomedical Instrument
- BMEG 520 Physiology
- BMEG 530 Instrumentation and Laboratory Experience
- BMEG 531 Robotics in Bioengineering
- BMEG 533 Communication Engineering in Biomedical Systems
- BMEG 534 Electrochemistry in Biological Systems
- BMEG 540 Advanced Cellular and Molecular Biology
- BMEG 541 Foundations of Biotechnology and Bioentrepreneurship
- BMEG 546 BioSignal Processing
- BMEG 560 Advanced Tissue Engineering
- BMEG 569 Advanced Biomedical Materials and Engineering
- BMEG 571 Ethical Issues in Biomedical Research
Business Administration  
Master of Business Administration Degree

Associate Dean: Arthur C. McAdams II
Mandeville Hall, Room 105B
Telephone: (203) 576-4647
Email: amcadams@bridgeport.edu

The UB MBA Value Proposition
The Master of Business Administration (MBA) is a valuable education for aspiring and practicing managers in any industry or field of endeavor. The graduate program provides early to mid-career professionals with the breadth and depth of theoretical and practical knowledge and skills that are necessary for effective leadership in an increasingly international and dynamic environment. Our innovative, interdisciplinary, and interactive MBA experience emphasizes leadership, teamwork, analytical thinking, business and management competencies, and communication to give you a competitive edge for success.

Program Characteristics
Although students with work experience will find maximum benefit from the MBA; no previous work experience is required. The curriculum is designed to recognize and accommodate substantial diversity in preparation and experience as well as the different goals and career expectations of students. For this reason, some students may be required to complete preparatory coursework to successfully graduate from the 36-credit MBA program. Flexible course delivery enables students to proceed at their desired pace. Most students complete the MBA program in 18 to 24 months.

Learning Outcomes:
Students will demonstrate
- interpersonal and professional skills that enable them to contribute within diverse sets of teams and build internal and external relationships that facilitate success in contemporary organizations.
- critical and logical thinking that integrates concepts across disciplines with creativity and integrity enabling them to successfully lead in a dynamic global environment.
- information literacy, proficiency with technology, and analytical techniques for decision-making.
- papers, presentations, responses to cases, and projects are evaluated using formal rubrics as measures.
- Students, and the program as a whole, are evaluated and benchmarked across the basic business disciplines (formative - with the use of standardized academic tests) and (summative - with the use of independent third-party tests).
- Students, working in teams, are evaluated based on team performance and individual contribution.

Preparatory Courses: Acquiring the Foundation for Success (12 Credits)
This coursework provides the basic fundamentals across the business disciplines that serve as a necessary foundation for the MBA program.
- ACCT500 Accounting & Business Law
- ECON500 Economics & Finance
- ITKM500 Information Technology & Quantitative Methods
- MGMT500 Management & Marketing

MBA Program Curriculum: (total of 36 credits)
- Three Components: Core, Concentration, and Capstone

Core Courses (18 credits)
In the six Core courses you will apply the theory from the Foundation coursework through cases and real-world exercises.
- ACCT505 Managerial & Cost Accounting
- FIN505 Advanced Financial Management
- ITKM505 Information Systems & Knowledge Management
- MGMT505 Organizational Behavior
- MGMT555 Global Project Management
- MKTG505 Marketing & Branding

Concentration Courses (9 credits)
Because many careers require specialized and in-depth knowledge and skills in specific business areas, the program provides students with the opportunity to complete three courses of in-depth study in an area of their choice. Students may choose from eight concentrations.
- Accounting
- Analytics Intelligence
- Entrepreneurship
- Finance
- General
- Human Resources
- International
- Marketing
Capstone Courses (9 credits)
The Capstone experience provides the final integration of student learning across the disciplines and the application of concepts learned to practical and competitive situations.

Capstone (9 credits)
- Integration (required)
  - BUCP597 Strategy & Policy
- Practicum (select one)
  - MGMT582 Business Planning
  - BUCP589 Cases in Ethics, Innovation, & Leadership
  - BUCP588 Research Methods
- Experiential (select one)
  - MGMT582 Business Planning
  - BUCP589 Cases in Ethics, Innovation, & Leadership
  - BUCP598 Thesis (requires GLDP501: advisor assigned by discipline)
  - BUCP599 Internship

Eligibility for Transfer Credits in the 36-credit upper-level Program Courses
For students who have earned graduate credit from a regionally accredited university that is not included in a conferred degree: No more than two (graduate) three-credit courses may be transferred into the MBA program. For students who have earned graduate credit from the Trefz School that is not included in a conferred degree: all applicable (graduate) three-credit courses may be transferred into the MBA program.

MBA/MS Dual-Degree Program
The Trefz School offers students the opportunity to acquire concurrent (students must not be eligible to graduate from either program until the final semester) graduate degrees within the Trefz School in which students may apply up to 15 credit hours to both programs. A minimum of 51 credit hours must be completed to satisfy the requirements of this dual-degree program.

Multiple MBA Concentrations
Students may gain additional concentrations by successfully completing three courses in any of the eight concentrations (courses may not be counted twice toward concentrations). Students may receive a double concentration in their original concentration by taking three additional advanced courses in the discipline.

Requirements for Graduation
To qualify for the award of the degree of Master of Business Administration, a student must fulfill the following minimum requirements:
1. Admitted to candidacy for the degree in the School of Business.
2. Satisfactorily complete all academic requirements with a cumulative grade point average grade of "B" (CGPA = 3.0) or better.
3. File an application for the award of the degree at the Registrar’s Office on or before the date published in the University Calendar.
4. Complete all academic requirements within five (5) years from the date of first registration, unless a petition for extension is granted. Extensions are granted only for compelling reasons.

Progression/Sequence of Coursework
Preparatory coursework is the first step: Students start their studies by completing all necessary Preparatory courses. Once all the Preparatory courses have been completed, students may enter the formal MBA program. In some cases, students may take a combination of Preparatory and Core courses during their transition into the Program, but students should not take a Preparatory and advanced class in the same discipline at the same time (e.g. ITKM500 and ITKM505).

Students begin the formal MBA program by completing the six Core courses (in any order). The three Capstone courses should be taken in the final semester, or final two semesters, and must only be taken once all Core courses have been successfully completed (not concurrently).

Fulltime Status
Fulltime status requires at least three classes per semester (spring and fall) for international students and at least two classes per semester for domestic students. International students on an F1 or J1 visa may take fewer than 9 credits only once during their graduate tenure (spring and fall semesters), which is only permitted in their final semester.

Grading Policy
A grade of C or better is required for credit toward graduation in all preparatory and program coursework. Students are expected to maintain a semester GPA of 3.0 or better throughout their studies. Those students who earn a semester GPA below 3.0 will be placed on probation and must comply with the associated formal process to successfully maintain proper status.
Computer Engineering  
**Master of Science Degree**

Chair: Ausif Mahmood  
Engineering Technology Building  
Telephone: (203) 576-4145  
Fax: (203)576-4765  
Email: mahmood@bridgeport.edu

The Master's Degree in Computer Engineering is a course of study intended to prepare individuals whose undergraduate background is in computer or electrical engineering for advanced professional work in the field and for further study leading to the doctorate. Emphasis is placed on current state-of-the-art applications including parallel computing, image processing, VLSI design, sensing, robotics, mobile computing, automation and the like. Admission to the program requires an undergraduate degree in engineering, and includes the following fundamental coursework:

- Programming Languages and Techniques
- Data Structures
- Digital Design
- Digital Design Lab
- Computer Organization
- Microprocessors
- Probability and Statistics

Applicants with superior academic credentials but lacking the required background can be admitted subject to their taking the necessary preparatory courses. Applicants are expected to have an average of B or better in their undergraduate coursework.

The Department also offers, as an integral part of the Computer Engineering Masters Degree, the opportunity to specialize in several concentration areas. Computer Engineering Concentration areas:

1. Advanced Applications and Systems Programming
2. Bio-Medical Engineering
3. CAD/CAM
4. Computer and Information Security
5. Computer Communications and Networking
6. E-Commerce
7. Microelectronics and Computer Architecture
8. Modern Data Base Systems
9. Robotics and Automation
10. Signal and Image Processing
11. Software Engineering
12. Very Large Scale Integration (VLSI)
13. Wireless and Mobile Communications

Please refer to the Graduate Studies Division Catalog pages for course details of the concentration areas.

In addition, the department also offers the opportunity to acquire dual graduate degrees along with the M.S. degree in Computer Engineering. Candidates for these dual Masters degree programs are typically required to complete a total of 48 credit hours to satisfy the requirements of two Masters degrees. This implies 15 credit hours in addition to the 33 hours required for the M.S. degree in Computer Engineering. Please refer to the Graduate Studies Division catalogue pages for detailed information on Dual Graduate Degree programs.

Furthermore, customized study plans to allow receiving the Computer Engineering M.S. degree while pursuing either the Ph.D. degree in Computer Science and Engineering or the Ed.D. degree in Education are available. Doctoral students in these two programs should consult their respective doctoral advisors to work on their individualized plans. Further details on the dual M.S. in Computer Engineering degree programs are available in the catalog section on the Graduate Studies Division.

The course requirements of the concentration areas can be applied to their own, technical details for which applications are described in the Graduate Catalog pages for course details of the concentration areas or chosen in consultation with the graduate advisor. Also, students are required to take ENGR 400 (Engineering Colloquium).

### Program Objectives

Our Computer Science Students will:

- Apply foundational scientific concepts and sound engineering principles efficiently and effectively.
- Be well-educated, highly valued, and successful engineers and scientists.
- Significantly contribute to technical interdisciplinary team projects.
- Professionally communicate technical solutions and results.
- Continue to pursue lifelong multidisciplinary learning as professional engineers and scientists.

### Learning Outcomes

Our Computer Engineering Students will:

1. Demonstrate an in depth and comprehensive understanding of Computer Engineering.
2. Have an enhanced ability to learn, on their own, technical details for which they are responsible.
3. Have an enhanced ability to apply the knowledge learned to solve technical problems that arise in research they conduct or supervise.
4. Have an enhanced ability to study an issue, identify and evaluate alternative actions, propose an optimal course of action.
5. Have an enhanced ability to prepare technical point papers, brief their seniors, and defend their conclusions.

### Course Requirements

**REQUIRE COURSES**

**REQUIRED COURSES**

A. A total of 34 semester hours is required. The core curriculum consists of 15 credits and includes:

- CPSC 501 Object Oriented Programming using Software Design Patterns Using C++
- CPEG 410 Introduction to Computer Architecture
- CPEG 572 Data and Computer Communication
- CPEG 448D Introduction to VLSI Design or CPEG 447 Logic Synthesis Using FPGAs
- ELEG 443 Applied Digital Signal Processing

**B. THE REMAINING 18 CREDITS ARE ELECTIVE COURSES.**

The elective courses may be chosen from the list of Computer Engineering concentration areas or chosen in consultation with the graduate advisor. Also, students are required to take ENGR 400 (Engineering Colloquium).

The course requirements of the concentration areas are described in the Graduate Studies Division section of the catalog.

**C. STUDENTS MUST DO A MASTERS PROJECT (3 CREDIT HOURS) OR THESIS (6 CREDIT HOURS) AS PART OF THE 18 ELECTIVE CREDIT HOURS.**

The concentration areas can be applied to satisfy the requirements of second Masters degree programs of study.
Computer Science Master of Science Degree

Chair: Ausif Mahmood
Engineering Technology Building
Telephone: (203) 576-4145
Fax: (203) 576-4765
Email: mahmood@bridgeport.edu

The Master's Degree in Computer Science is intended to prepare individuals with a strong mathematical, scientific, or technical background for entry into the computer science field at an advanced level and for further study leading to the doctorate. Admission to the program requires an undergraduate background that includes elementary physics, calculus sequence, linear algebra, and the following fundamental coursework in computer science:

- Programming Languages and Technique
- Data Structures
- Digital Design
- Discrete Structures
- Computer Organization
- Probability and Statistics

Applicants with superior academic credentials but lacking the required background can be admitted subject to their taking the necessary preparatory courses. Applicants are expected to have an average of B or better in their undergraduate coursework.

The Department also offers, as an integral part of the Computer Science Masters Degree, the opportunity to specialize in several concentration areas.

Computer Science Concentration Areas:
1. Advanced Applications and Systems Programming
2. Bio-Medical Engineering
3. CAD/CAM
4. Computer and Information Security
5. Computer Communications and Networking
6. E-Commerce
7. Microelectronics and Computer Architecture
8. Modern Data Base Systems
9. Robotics and Automation
10. Signal and Image Processing
11. Software Engineering
12. Very Large Scale Integration (VLSI)
13. Wireless and Mobile Communications

Please refer to the Graduate Studies Division Catalog pages for course details of the concentration areas.

In addition, the department also offers the opportunity to acquire dual graduate degrees along with the M.S. degree in Computer Science. Candidates for these dual Masters degree programs are typically required to complete a total of 48 credit hours to satisfy the requirements of two Masters degrees. This implies 15 credit hours in addition to the 33 hours required for the M.S. degree in Computer Science.

Please refer to the Graduate Studies Division catalogue pages for detailed information on Dual Graduate Degree programs.

Furthermore, customized study plans to allow receiving the Computer Science M.S. degree while pursuing either the Ph.D. degree in Computer Science and Engineering or the Ed.D. degree in Education are available. Doctoral students in these two programs should consult their respective doctoral advisors to work on their individualized plans. Further details on the dual M.S. in Computer Science degree programs are available in the catalog section on the Graduate Studies Division.

Program Objectives

Our Computer Science Students will:
- Apply foundational scientific concepts and sound engineering principles efficiently and effectively.
- Be well-educated, highly valued, and successful engineers and scientists.
- Significantly contribute to technical interdisciplinary team projects.
- Professionally communicate technical solutions and results.
- Continue to pursue lifelong multidisciplinary learning as professional engineers and scientists.

Learning Outcomes

Our Computer Engineering Students will:
1. Demonstrate an in-depth and comprehensive understanding of Computer Science.
2. Have an enhanced ability to learn, on their own, technical details for which they are responsible.
3. Have an enhanced ability to apply the knowledge learned to solve technical problems that arise in research they conduct or supervise.
4. Have an enhanced ability to study an issue, identify and evaluate alternative actions, propose an optimal course of action.
5. Have an enhanced ability to prepare technical point papers, brief their seniors, and defend their conclusions.

Course Requirements

REQUIRED COURSES

A. A TOTAL OF 33 SEMESTER HOURS IS REQUIRED. THE CORE CURRICULUM CONSISTS OF 15 CREDITS AND INCLUDES:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 400</td>
<td>Object Oriented Programming</td>
</tr>
<tr>
<td>CPSC 450</td>
<td>Data Base Design</td>
</tr>
<tr>
<td>CPSC 502</td>
<td>Analysis of Algorithms</td>
</tr>
<tr>
<td>CPSC 503</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CPSC 471</td>
<td>Data and Computer Communication</td>
</tr>
</tbody>
</table>

B. THE REMAINING 18 CREDITS ARE ELECTIVE COURSES.

The elective courses may be chosen from the list of Computer Science concentration areas or chosen in consultation with the graduate advisor.

The course requirements of the concentration areas are described in the Graduate Studies Division section of the catalog.

C. STUDENTS MUST DO A MASTERS PROJECT (3 CREDIT HOURS) OR THESIS (6 CREDIT HOURS) AS PART OF THE 18 ELECTIVE CREDITS HOURS.

Since July 2004, the Department of Computer Science and Engineering has been offering the full M.S. degree program in Computer Science through distance learning. For more information please contact the department or visit: http://www.bridgeport.edu/ub/iblearning/

The concentration areas can be applied to satisfy the requirements of dual Masters degree programs of study.
Counseling  Master of Science Degree

Director: Director: Sara Connolly
Charles A. Dana Hall, Room 163
Telephone: (203) 576-4183
Fax: (203) 576-4051
Email: sconnoll@bridgeport.edu

Secretary (information and application material): Angela DiMario
Charles A. Dana Hall
Telephone: (203) 576-4271
Fax: (203) 576-4051
Email: adimario@bridgeport.edu

Faculty: A. Buller S. Connolly, L. Leedom

Admissions Requirements
The University has a rolling admissions policy. To be fully admitted applicants must have a bachelor's degree from an accredited college or university with a minimum GPA of 2.75. Applicants are expected to have at least 9 credits of psychology coursework (graduate or undergraduate) such as Personality Theories, Abnormal Psychology, or Clinical Psychology. They must also successfully complete the supplemental application portfolio which includes personal references, a writing assignment, and an official transcript.

PROGRAM PREREQUISITES
Bachelors degree, or its equivalent, from an accredited university or recognized international institution
- Undergraduate cumulative grade point average of 2.75 or higher
- Nine credits in undergraduate psychology coursework with a grade of B or higher; three of the nine credits may be in an area closely related to psychology
  - It is recommended that clinical mental health counseling applicants have three undergraduate credits in either abnormal psychology or psychopathology

REQUIRED MATERIALS
University of Bridgeport graduate application
- $50 application fee (non-refundable)
- Checks or money orders should be made payable to the University of Bridgeport
- Official transcripts from every school attended
- International transcripts must include an official course-by-course evaluation of all academic work from an accredited academic evaluating service

Two recommendation letters
- Letters must be signed and come from employers, professors or professional associates
- Clinical mental health counseling applicants must obtain at least one recommendation letter from someone who can attest to field experience

PERSONAL STATEMENT
In 250-500 words, detail your interest in the counseling program, your relevant academic and personal experience, and describe your professional plans
- Resume
- Interview

Once all required materials are received, you will be contacted to meet with the review committee

DEADLINES
Completed application and all supporting documents must be received by:
- May 1 for priority consideration, August 1 (final deadline) for the fall semester
- October 1 for priority consideration, December 15 (final deadline) for the spring semester

It is highly recommended that you meet our priority deadline as program space is limited.

If admitted, priority candidates receive preferred course registration.

In addition to the general admissions requirements listed above, admission decisions for the Clinical Mental Health Counseling concentration will give careful consideration to indicators of candidate life experience and maturity (e.g., successful work experience in a human service field). A personal interview is also required.

Applicants who hold a bachelor's degree from an accredited college or university but do not meet one or more of the above criteria may be admitted provisionally. Those without the recommended background in Psychology will be required to take additional psychology-related coursework as part of their degree program. Those admitted on provisional status may be fully admitted once they have completed 12 credits of coursework with a grade point average of 3.0 or higher.

Although students may enter the program in any term, it is advised to begin in the fall. Students who begin in the spring or summer may have limited course options.

Programs
The Division of Counseling offers a Master of Science degree in Counseling with concentrations in Clinical Mental Health Counseling and College Student Personnel. In addition to the master’s degree, a Certificate of Advanced Study (CAS) is offered for those who wish to take specialized courses beyond the masters and/or complete licensure requirements. Students who apply to one program and wish to transfer to another must apply to change programs.

Upon entry into a program, students plan an individualized plan of studies with their advisor in which graduate transfer credit of no more than six credits may be included. While students can take courses at their own pace, all of the counseling degree programs require a minimum of two years to complete. There is a set sequence of courses for each concentration and some courses have prerequisites.

Courses are offered once a year, typically in the evening or on weekends. In addition, there is a seven year time limit for completion of all degree requirements.

Typically students take two or three courses each term. Many students have full or part-time employment. Although it is possible to take all course work in the late afternoon, evening, or on weekends, some additional time during the day may be required to meet course expectations. This is especially true for internship placement.

Professional Licensure
Students interested in licensure should consult the state in which they wish to practice for specific requirements. The State of Connecticut requires 60 credit masters degree. Specific areas of coursework are also required. In addition, candidates for licensure must complete supervised clinical experiences and obtain a qualifying score on a standardized examination. Students who wish to pursue licensure should select the Clinical Mental Health Counseling concentration.

Certificate of Advanced Study
For individuals who hold a master's degree in Counseling or a closely related field but lack one or more of the requirements for licensure as a professional counselor, the Division of Counseling and Human Resources offers a specialized program of study leading to a Certificate of Advanced Study (CAS) in Clinical Mental Health Counseling. The require-
ments of this program are individualized to the needs and goals of each student and consist of 30 credits.

**Practicum**
The practicum is designed to allow students to develop their counseling skills in a closely supervised setting. The course instructor, student’s advisor, and site supervisor determine appropriate practicum activities. Activities could include observing/shadowing, attending staff meetings, tutoring, advising, interviewing professional staff members, studying materials and procedure manuals, and other support functions.

**Internship**
Following the practicum and pre-requisite courses, students will pursue an internship. The goal of the internship is to further develop and refine the skills established during practicum. You are eligible for the internship component of your program after completing the required coursework and approval from faculty. The internship is the heart of the master’s degree training program in Counseling at the University of Bridgeport (UB). It provides a venue within which students receive the guidance necessary for development as an entry-level counselor. Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. The internship operationalizes this training and, in the person of the clinical supervisor, personifies the profession with which the intern ideally identifies. Therefore, careful consideration should be given to the type of internship site that you choose and you should discuss this closely with your advisor. Successful internship training can only occur when program faculty and site supervisors form a close collaborative relationship with the mission of providing quality training and the development of the intern as a whole person. Internships are not guaranteed and approval to attend internship is dependent upon students’ performance both interpersonally and academically. Internships must be completed over two semesters, typically over the course of a full academic year, starting in the fall and ending in the spring.

**Learning Outcomes**
Graduates in Clinical Mental Health Counseling will:
- Evidence understanding of the role of a counselor; including ethical practice, counselor behaviors and professional associations
As measured by: Internship, Participation in professional associations, C570, C568
- Demonstrate knowledge, awareness and skills requisite for counseling persons from different cultural contexts and of different levels of ability
As measured by: C512, C545, Internship, CPCE
- Apply counseling theories, techniques and intervention to practice; in individual and group settings
As measured by: C505, C570, Internship, C512, C540
- Demonstrate knowledge of the ethical use of appraisal instruments
As measured by: C582, CPCE
- Demonstrate an ability to diagnose mental health status
As measured by: C515, Internship
- Demonstrate an ability to review counseling research and integrate its contribution to specific areas of knowledge
As measured by: C535, CPCE
- Demonstrate knowledge of, and skills in Cognitive Behavioral Therapy
As measured by: C505, C570, Internship
- Demonstrate knowledge, awareness and skills requisite for working with students from different cultural contexts and of different levels of ability
As measured by: C545, Internship
- Demonstrate an ability to review field related research and integrate its contribution to specific areas of knowledge
As measured by: C536
- Apply knowledge of counseling theories and developmental theory as well as best practices in Student Affairs and student
As measured by: Internship, C512, C555, Cumulative Exam
- Evidence understanding of role of the Student Affairs professional; including ethical behavior and professional affiliation
As measured by: Internship, Professional Associations
- Demonstrated an ability to assess needs of different groups within a particular college environment, develop appropriate program, implement and assess program
As measured by: Internship
- Demonstrate understanding of the historical influences that have shaped student affairs practice
As measured by: C527, Cumulative Exam
- Demonstrate knowledge of current issues in higher education and the purpose and function of student affairs practice in higher education
As measured by: C503, C520, Cumulative Exam
- Demonstrate an ability to integrate the knowledge and awareness gained to individual courses
As measured by: Cumulative Exam

Graduates in Human Services will:
- Evidence understanding of the role of a counseling professional; including ethical practice, behaviors and professional associations
As measured by: Internship, C568, professional associations
- Demonstrate knowledge, awareness and skills requisite for working with persons from different cultural contexts and of different levels of ability in a counseling setting
As measured by: C510, C545, Internship
- Apply counseling theories, techniques and intervention to practice; in individual and group settings
As measured by: C505, C540, Internship
- Demonstrate knowledge of the historical influences within human services and the management within the human service environment
As measured by: C532, C625, C620
- Demonstrate an ability to review counseling research and integrate its contribution to specific areas of knowledge
As measured by: C535, Masters Project
- Demonstrate an ability to integrate the knowledge and awareness gained to individual courses
As measured by: Internship, Masters Project

**Summary of Requirements**
Masters students in the Division of Counseling are required to complete the following courses:
CONCENTRATION IN CLINICAL MENTAL HEALTH COUNSELING (CMHC)

The concentration in Clinical Mental Health Counseling is designed to prepare students for work as mental health counselors and requires advanced coursework in clinical skills, psychopathology, appraisal procedures, addiction, and psychotherapeutic techniques.

Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun505</td>
<td>Helping Relationships</td>
<td>4</td>
</tr>
<tr>
<td>Coun568</td>
<td>Counselor as Professional</td>
<td>3</td>
</tr>
<tr>
<td>Coun545</td>
<td>Social &amp; Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Coun540</td>
<td>Group Process Application &amp; Theory</td>
<td>4</td>
</tr>
<tr>
<td>Coun610</td>
<td>Career &amp; Lifestyle Development</td>
<td>3</td>
</tr>
<tr>
<td>Coun512</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Coun570</td>
<td>Strategies &amp; Techniques of Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Coun582</td>
<td>Appraisal Processes for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>Coun595</td>
<td>Addiction &amp; Treatment</td>
<td>3</td>
</tr>
<tr>
<td>Coun535</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Coun552</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Coun600</td>
<td>Clinical Mental Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Internship 1</td>
<td>4</td>
</tr>
<tr>
<td>Coun605</td>
<td>Clinical Mental Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Counseling Internship 2</td>
<td>4</td>
</tr>
<tr>
<td>Coun585</td>
<td>Trauma &amp; Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Coun587</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Coun502</td>
<td>Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Coun515</td>
<td>Clinical Skills for Counselors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Practicum)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

CONCENTRATION IN COLLEGE STUDENT PERSONNEL (CSP)

The concentration in College Student Personnel is designed to prepare students for counseling careers in higher education. It requires advanced coursework in career and lifestyle development, organization and administration of higher education, and college student development.

Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 503</td>
<td>Orientation in Student Affairs</td>
<td>1</td>
</tr>
<tr>
<td>COUN 505</td>
<td>Helping Relationships</td>
<td>4</td>
</tr>
<tr>
<td>COUN 512</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Introduction to Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>COUN 527</td>
<td>Student Affairs Administration</td>
<td>3</td>
</tr>
<tr>
<td>COUN 536</td>
<td>Assessment in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>COUN 540</td>
<td>Group Process</td>
<td>4</td>
</tr>
<tr>
<td>COUN 545</td>
<td>Social &amp; Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>COUN 552</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 555</td>
<td>Student Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUN 562</td>
<td>Today’s College Student</td>
<td>3</td>
</tr>
<tr>
<td>COUN 601</td>
<td>CSP Internship 1</td>
<td>3</td>
</tr>
<tr>
<td>COUN 606</td>
<td>CSP Internship 2</td>
<td>3</td>
</tr>
<tr>
<td>COUN 610</td>
<td>Career and Lifestyle</td>
<td>3</td>
</tr>
<tr>
<td>COUN 615</td>
<td>Ethical &amp; Legal Issues in Higher Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>
Design Management Master of Professional Studies Degree

Chair: Alex W. White
Arnold Bernhard Center
Telephone: (203) 576-4036
Fax: (203) 576-4042
alwhite@bridgeport.edu

Design is quickly moving to the center many organizations’ core strategy. Such companies achieve a significant competitive advantage through the implementation of effective design thinking. New demands are being placed on designers, and new skills are needed to fully integrate into the business landscape of the 21st century.

Design Management is more than the study of business and design, it is a fundamental belief within an organization that design can improve productivity, create more innovative products, lower operational costs and create a more sustainable work environment. The field of Design Management encompasses every discipline of design, including graphic and communication; industrial design and engineering; architecture and interior; and fashion and textile design.

The MPS Design Management program at Shintaro Akatsu School of Design (SASD) emphasizes the following five core aspects of design and business:

LEADERSHIP
Design Managers lead teams of designers, which requires a specific set of skills to develop the leadership style that’s right for the individual and the team. Additionally, Design Managers are often asked to champion ideas throughout an organization. Both of these types of leadership skills are emphasized in this program, resulting in graduates with strong leadership skills.

STRATEGY
Design and strategy are deeply connected. Design Managers who graduate from this program will be able to develop concepts that support and promote the core strategy of their organization, and articulate that strategy in a clear and persuasive way.

MARKETING
Understanding the principles of marketing is critical to effective Design Management. Promotion, product design, package design, and the design of the physical plant often all fall under the responsibility of the Design Manager. Upon completing the courses in this program, students will have working knowledge of these issues.

FINANCE
Students will be able to read and comprehend financial statements such as annual reports, cash flow statements, and balance sheets to more effectively integrate design proposals with business functions within their organization.

LEGAL
Design Managers are often faced with the protection of intellectual property. The MPS DM program gives students a working knowledge for dealing with design issues of trademarks, copyrights, and patents.

These core skills will give Design Managers who graduate from SASD the tools they need to solve the most pressing design issues of our time, from matters of sustainability to social responsibility and profitability.

Admissions Requirements
Applicants must possess an undergraduate degree in graphic, industrial, interior, or fashion design, architecture or related design or business fields from an accredited college or university with at least a 2.7/4.0 GPA. Applicants should have a well-rounded education, as gained through general education courses.

Admissions will consider writing, speaking, and analytical skills, as demonstrated through college-level coursework or professional experience, although professional experience is not a prerequisite for admission.

Applicants must submit a personal essay and two letters of recommendation.

An interview is not required, but is recommended.

A portfolio is not required, but is an advantage in the admissions process.

Evidence of internship, volunteer, or prior employment in design management, mar-
## Learning Objectives

The program has the following learning Objectives:

- Introducing and comparing extant models of socioeconomic development with a special focus on those development models that have been used successfully in the Pacific Rim;
- Introducing the Sociopolitical Implications of the religions that are common in the Pacific region;
- Introducing and comparing models of trade;
- Equipping students with the quantitative and qualitative research skills needed to undertake effective planning, analysis and implementation of projects;
- Identifying and fostering an appreciation of the prerequisites for successful governance and amiable trade practices within developing countries;
- Development of skills in negotiation and in conflict resolution;
- Development of practical skills in problem solving and in project management through an internship in the Pacific Rim. US students will be expected to do their internship in Northeast or Southeast Asia and students from Asia will be encouraged to pursue an internship in Latin America or in a country other than their own in East Asia;
- Development of at least a level 2 competency of an East Asian language (normally Chinese (Mandarin), Korean or Japanese or Russian.

The Masters Degree offers four potential tracks and students should choose from one of the following:

### CONFLICT ANALYSIS AND RESOLUTION TRACK (CULTURE, PEACE AND DEVELOPMENT)

For those interested in conflict management.

### INTERNATIONAL POLITICAL ECONOMY AND DEVELOPMENT TRACK

For those interested in development and its challenges.

### GLOBAL MANAGEMENT TRACK

For those interested in working in the commercial domain.

### GLOBAL COMMUNICATION

For those interested in working in the field of public diplomacy or media relations.

## Course of Study

Sample Curriculum Sequence:

Curriculum: East Asian and Pacific Rim Studies Program requires a minimum of 36 credit hours

### SEMESTER I

(For All Tracks)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLDP/EAPRS 501</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GLDP/EAPRS 522</td>
<td>Conflict Analysis and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>GLDP/EAPRS 528</td>
<td>Sociopolitical Implications of the World’s Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

### SEMESTER II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAPRS 590</td>
<td>Pacific Rim Culture and Development</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 542</td>
<td>Political and Economic Integration of the Pacific Rim</td>
<td>3</td>
</tr>
</tbody>
</table>

---

### Concentration A: Negotiations and Diplomacy

**Choose One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 557</td>
<td>Political Communication and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 563</td>
<td>Business and Diplomacy—East Asia vs the West</td>
<td>3</td>
</tr>
<tr>
<td>GLDP 580</td>
<td>Advanced Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>One Course in one Concentration B, C or D</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration B: International Political Economy and Development

**Choose One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLDP 560</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 525</td>
<td>Models of Good Governance in the Asia-Pacific Region</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 563</td>
<td>Business and Diplomacy—East Asia vs the West</td>
<td>3</td>
</tr>
<tr>
<td>Or One Course in Concentration A, C or D if the student has not yet completed this requirement</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration C: Global Management Track

**Choose One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMGT 530</td>
<td>Leadership, Teams &amp; Managing Change</td>
<td>3</td>
</tr>
<tr>
<td>GMGT 539</td>
<td>International Issues</td>
<td>3</td>
</tr>
<tr>
<td>MRTG 560</td>
<td>Global Market Management *</td>
<td>3</td>
</tr>
<tr>
<td>One Course in Concentration A, B or C if the student has not yet completed this requirement</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration D: Global Communication Track

**Choose One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 537</td>
<td>Global Communication and Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 543</td>
<td>Communication and National Development</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 557</td>
<td>Political Communication and Governance</td>
<td>3</td>
</tr>
<tr>
<td>One Course in Concentration A, B or C if not yet completed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### SEMESTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAPRS 591</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### SEMESTER IV

| Concentration A: Negotiations and Diplomacy

**Choose Three**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 557</td>
<td>Political Communication and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 563</td>
<td>Business and Diplomacy—East Asia vs the West</td>
<td>3</td>
</tr>
<tr>
<td>GLDP 580</td>
<td>Advanced Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>One Course in one Concentration B, C or D</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Concentration B: International Political Economy and Development

**Choose Three**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLDP 560</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 525</td>
<td>Models of Good Governance in the Asia-Pacific Region</td>
<td>3</td>
</tr>
<tr>
<td>EAPRS 563</td>
<td>Business and Diplomacy—East Asia vs the West</td>
<td>3</td>
</tr>
<tr>
<td>One Course in Concentration A, C or D if the student has not yet completed this requirement</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Concentration C: Global Management Track

**Choose Three**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMGT 530</td>
<td>Leadership, Teams &amp; Managing Change</td>
<td>3</td>
</tr>
<tr>
<td>GMGT 539</td>
<td>International Issues</td>
<td>3</td>
</tr>
<tr>
<td>MRTG 560</td>
<td>Global Market Management *</td>
<td>3</td>
</tr>
<tr>
<td>One Course in Concentration A, B or C if not yet completed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
East Asian and Pacific Rim Studies  Master of Arts Degree

Concentration D: Global Communication Track
Choose Three
EAPRS 537  Global Communication and Mass Media  3
GMCS 543  Communication and National Development  3
GMCS 557  Political Communication and Governance  3
One Course in Concentration A, B or C if not yet completed  3

SEMMESTER V
EAPRS 598  Tutorial  3
EAPRS 599  Thesis  3

ENGLISH LANGUAGE REQUIREMENT
For applicants whose native language is not English, a minimum score of 213 (computer) or 550 (paper) on the TOEFL (Test of English as a Foreign Language) is required. Exception to these requirements will be considered on a case-by-case basis in consultation with the Director of the University’s English Language Institute and following completion of an oral and written English exam that is administered by the English Language Institute. Students with demonstrated difficulty communicating in English may be required to take an advanced ELI course even if they have earned between 213/550 and 250/600 TOEFL scores.

MINIMUM GRADE POINT AVERAGE REQUIREMENT
Candidates for the Masters of Arts in East Asian and Pacific Rim Studies are required to maintain a minimum semester grade point average of 3.0 to remain in good academic standing. The Master of Arts in East Asian and Pacific Rim Studies may only be conferred upon a student who has the minimum required average of a 3.0 at the conclusion of the student’s studies. To receive credit for the completion of one of the tracks, a minimum of a “B” must be received in each course within the concentration. Students failing to maintain minimum academic standards will be placed on academic probation at the end of the first semester in which they do not maintain a semester or overall GPA of at least 3.0 or earn a C- or lower grade in any class. If the student fails to raise his overall GPA above a 3.0 by the end of the semester following being placed on academic probation, fails again to earn at least a 3.0 semester GPA or again earns a C- or lower grade in any class, she or he will be separated from the EAPRS program.
A student separated from the program may apply for readmission to the program following a minimum of one semester of not participating in the program. The student may only do this once.
Education  
Master of Science in Elementary or Secondary Degrees, Sixth Year Certificates of Advanced Studies, and Certification Areas

Dean: Allen P. Cook  
Carlson Hall, Room 109  
Telephone: (203) 576-4192  
Fax: (203) 576-4200  
Email: acook@bridgeport.edu

This degree program provides advanced study in content and content pedagogy for persons interested in careers in education, and/or certification in the State of Connecticut to teach on the elementary, or secondary levels.

Intern Program

Intern Director: Patricia Philips-Gorkowski  
Carlson Hall, Room 108  
Telephone: (203) 576-4219  
E-mail: paphilli@bridgeport.edu

The Graduate School of Education provides an internship option for the following students: (1) those seeking a Master’s degree or 6th Year Certificate of Advanced Studies and teacher certification; (2) those already certified and seeking a Master’s degree or Sixth Year Certificate of Advanced Studies, or (3) those seeking a Master’s degree only for work in nonpublic American schools, schools in another country, or in other educational settings. This internship is designed to integrate field experience with graduate course work. During the internship students earn thirty-three tuition remission credits.

Master’s Degree Program

Master of Science in Elementary and Secondary Education  
(Connecticut Teacher Certification)

This program provides educators with the opportunities for in-depth study of subject content, techniques and materials appropriate to contemporary classrooms within a structured framework of field concentration and professional development. Emphasis is placed on selected areas of concentration in content and content pedagogy and professional course work for the development of individual clinical competencies.

Individuals seeking Connecticut certification must take courses required for their license in a Master’s Planned Program of Study. This program consists of foundation courses, subject content courses, professional courses, field experiences, and residency teaching.

The following certification tracks are available: Elementary content area courses; Secondary Academic Subjects: Biology, Physics, General Science, Chemistry, Earth Science, English, Mathematics, History and Social Studies, and Music (K-12).

Teacher Preparation Programs

Candidates who seek certification to teach in Connecticut must follow a Planned Program of Study that results in a Master’s Degree and a recommendation by the State Certification Officer at the University for an Initial Educator Certificate in the State of Connecticut.

Admissions into the Master’s Degree (Certification Track Programs)

Students seeking certification must apply to the program of their choice and must meet the following requirements PRIOR to admission into a Certification Track Program in Elementary, Secondary Academic Subjects, or Music:

1. A Bachelor’s Degree in a subject area major (not professional education) from a regionally accredited institution with thirty-nine credits in general education, including course work in English, Mathematics, Natural Science, Social Studies, and World Language or Fine Arts (Grades below a C are NOT accepted for this category).

2. Passing scores on the PRAXIS I exams in Reading, Writing, and Mathematics or an official Essential Skills Test waiver based on required passing scores on the SAT, ACT, GRE, or La Prueba de Aptitud Académica.

3. Undergraduate GPA of at least a B.

4. A well-written essay, at least 350 words, describing the candidate’s reasons for enrolling in the program and experience relevant to teaching and demonstrating the appropriate dispositions for becoming a teacher.

5. Two letters of recommendation from persons able to testify to the candidate’s suitability as a prospective teacher and potential for graduate-level work.

Candidates seeking admission to the certification-track programs are expected to possess basic technology proficiencies, such as word processing, sending and receiving e-mail messages, using the Internet, and the University’s web based platforms.

All candidates for Connecticut State Certification must meet the following additional requirements prior to recommendation for certification:

1. Completion of all required Planned Program course work

2. Completion of all General Education (undergraduate requirements)

3. PRAXIS I (or waiver) and PRAXIS II examinations, as well as any additional state mandated assessments for specific certification areas

4. Demonstration of all state-required program competencies

5. Demonstration of the knowledge, skills, and dispositions for teaching in the program area, including successful completion of all performance assessments specific to the certification program.

Program Goals

The Teacher Preparation Program Goals coincide with the six domain goals of the Connecticut Common Core of Teaching and the national States’ Common Core of Teaching. The Teacher Preparation program at the University of Bridgeport seeks to develop teachers who can accomplish all of the following:

Understand and apply essential skills, central concepts, and tools of inquiry in their subject matter or field.

Promote student engagement, independence, and interdependence in learning by facilitating a positive learning community.

Plan and implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity.

Use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.
Elementary Education, K-6, Certification Track Program
Co-Chair: Steven Rosenberg, Lori Noto
Email: srosenbe@bridgeport.edu, lorinoto@bridgeport.edu

Planned Program of Study

PRE-PROFESSIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>FOUNDATIONS OF EDUCATION – 3 credits (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 502 Philosophical Foundations of Modern Education 3</td>
</tr>
<tr>
<td>or EDUC 503 Differentiated Instruction: Building on Student Diversity 3</td>
</tr>
<tr>
<td>HUMAN GROWTH AND DEVELOPMENT – 3 credits (required)</td>
</tr>
<tr>
<td>EDUC 509 Psychological Foundations in Education 3</td>
</tr>
<tr>
<td>SPECIAL EDUCATION – 3 credits (required)</td>
</tr>
<tr>
<td>EDUC 564 Education of the Exceptional Student 3</td>
</tr>
</tbody>
</table>

PROFESSIONAL EDUCATIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>CURRICULUM AND METHODS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS AND MATERIALS – 6 credits (required)</td>
</tr>
<tr>
<td>(TWO OF THE FOLLOWING)</td>
</tr>
<tr>
<td>EDUC 441C Methods and Materials in Teaching Mathematics 2</td>
</tr>
<tr>
<td>and EDUC 442C Methods and Materials in Teaching Social Studies 2</td>
</tr>
<tr>
<td>and EDUC 443C Methods and Materials in Teaching Science 2</td>
</tr>
<tr>
<td>LITERACY – 9 credits (required)</td>
</tr>
<tr>
<td>EDUC 440C Methods and Materials in Teaching Language Arts 3</td>
</tr>
<tr>
<td>EDUC 573 Early Literacy Instruction 2</td>
</tr>
<tr>
<td>and EDUC 574 Developmental Reading in the Elementary School 3</td>
</tr>
<tr>
<td>STATUTORY REQUIREMENTS – 1 credit (required)</td>
</tr>
<tr>
<td>EDUC 511 Statutory Requirements in Education 1</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCE/RESIDENCE TEACHING – 6 credits plus Supervised Residency Teaching

| EDUC 450 Field Experience 6* |
| or EDUC 515C Internship – First Semester 3 |
| and EDUC 516C Internship – Second Semester 3 |
| and EDUC 548C Directed/Supervised Residence Teaching 6 |

PRAXIS II Examinations (required) Connecticut Foundations of Reading Test (required)

ADDITIONAL PROGRAM REQUIREMENTS

Total Number of Credits
Master of Science degree is a minimum of 33 credits. (not including 6 credits for student teaching)

Masters of Science in Secondary Education, Certification Track Programs

Planned Program of Study

PRE-PROFESSIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>FOUNDATIONS OF EDUCATION – 3 credits (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 502 Philosophical Foundations of Modern Education 3</td>
</tr>
<tr>
<td>or EDUC 503 Differentiated Instruction: Building on Student Diversity 3</td>
</tr>
<tr>
<td>HUMAN GROWTH AND DEVELOPMENT – 3 credits (required)</td>
</tr>
<tr>
<td>EDUC 509 Psychological Foundations in Education 3</td>
</tr>
</tbody>
</table>

ADDITIONAL GRADUATE COURSES AND ELECTIVES

Additional Graduate Coursework (Required if noted)

MATHEMATICS (Adviser approval is needed for this course.)
EDUC 599 College Math for Teachers 2

LITERACY AND ENGLISH LANGUAGE LEARNING
EDUC 536C Children’s Literature 3
EDUC 570 Instruction for the English Language Learner 1

UNITED STATES HISTORY
HIST 300 U.S. History for Teachers 3

FINALE DEGREE REQUIREMENT

Additional Coursework for Certification (required if noted)
*EDUC 450 may be taken in 2 semesters (3 credits each) or one semester at 6 credits.

EXAMINATIONS (required for certification)
PRAXIS II Connecticut Foundations of Reading Test 3
EDUC 566 Contemporary Educational Problems II 3
EDUC 595 Thesis Research 3

CONTENT LITERACY & LITERATURE – 3 credits (required)
EDUC 575J Reading and Writing in the Content Areas 3
(Secondary English Education Program Students)– 3 credits (required)
EDUC 536J Adolescent Literature 3
STATUTORY REQUIREMENTS – 1 credit (required)
EDUC 511 Statutory Requirements in Education 1

Supervised Residency Teaching
EDUC 450 Field Experience 6*
or EDUC 515J Internship 3
and EDUC 516J Internship 3
and EDUC 548J Directed/Supervised Residence Teaching 6

PRAXIS II

ADDITIONAL GRADUATE COURSES

Additional Coursework Required if Noted
EDUC 566 Contemporary Educational Problems II 3

PROFESSIONAL EDUCATIONAL REQUIREMENTS

CURRICULUM AND METHODS OF TEACHING
Methods and Materials – Secondary Level – 3 credits (required)
(Students must take the Methods and Materials course specific to the certification area).
EDUC 440J Methods and Materials in Teaching Language Arts 3
or EDUC 441J Methods and Materials in Teaching Mathematics 3
or EDUC 442J Methods and Materials in Teaching Social Studies 3
or EDUC 443J Methods and Materials in Teaching Science 3

FINAL DEGREE REQUIREMENT

Total Number of Credits
Master of Science degree is a minimum of 33 credits.
(not including 6 credits for student teaching)
**OTHER REQUIREMENTS FOR STATE OF CONNECTICUT CERTIFICATION**

Additional coursework for Certification or Endorsement (required if noted)
*EDUC 450 may be taken in 2 semesters (3 credits each) or one semester at 6 credits.

**Specific Subject Area Requirements for Secondary Certification**

Each student must have the appropriate undergraduate coursework for the certification area. Students are advised to check with their academic advisor for all undergraduate and graduate certification requirements.

**BIOLOGY, CHEMISTRY, EARTH SCIENCE, GENERAL SCIENCE, OR PHYSICS**

Chair: Nelson Ngoh  
Email: ngoh@bridgeport.edu

**REQUIREMENTS**

Undergraduate major in certification area or 30 credits plus nine credits in related subject(s) in certification area

EDUC 443J Methods/Materials, Teaching Science 3  
EDUC 440J Methods/Materials, Teaching Language Arts 3  
EDUC 436J Adolescent Literature 3  
EDMM 625 Teaching Writing in Classrooms 1  
Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.

**ENGLISH**

Chair: Patricia Mulcahy-Ernt  
Email: mulcahyp@bridgeport.edu

**REQUIREMENTS**

English major or 30 credits plus nine credits in related subject(s)

EDUC 440J Methods/Materials, Teaching Language Arts 3  
EDUC 436J Adolescent Literature 3  
EDMM 625 Teaching Writing in Classrooms 1  
Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.

**MATHEMATICS**

Chair: Allen P. Cook  
Email: acook@bridgeport.edu

**REQUIREMENTS**

Mathematics major or 30 credits plus nine credits in related subject(s)

EDUC 441J Methods/Materials, Teaching Mathematics 3  
Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.

**MATH CONTENT – 12 credits (required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 401 Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>(EDMM 600B)</td>
<td></td>
</tr>
<tr>
<td>MATH 402 Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>(EDMM 600B)</td>
<td></td>
</tr>
<tr>
<td>MATH 407 Analysis III</td>
<td>3</td>
</tr>
<tr>
<td>(EDMM 600B)</td>
<td></td>
</tr>
<tr>
<td>MATH 414 Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>(EDMM 600B)</td>
<td></td>
</tr>
</tbody>
</table>

**HISTORY AND SOCIAL STUDIES**

**REQUIREMENTS**

History major plus 18 credits in other social sciences; or major in Anthropology, Sociology, Political Science, Economics, plus 18 credits in history

EDUC 442J Methods/Materials, Teaching Social Studies 3  
Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.

**Music Education, K-12, Certification Track**

Chair: Frank Martignetti  
Email: fmartigni@bridgeport.edu

**Planned Program of Study**

**FOUNDATIONS OF EDUCATION REQUIREMENTS COURSEWORK**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 503 Differentiated Instruction: Building on Student Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

**HUMAN GROWTH AND DEVELOPMENT – 3 credits (required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 509 Psychological Foundations in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

*These course requirements may be met by taking an appropriate undergraduate course with a grade of at least a “B,” taken within the past five years.

EDUC 564 Education Students with Exceptionalities 3  

**PROFESSIONAL EDUCATION REQUIREMENTS**

**Content Area Core: 9 credits (required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 435 Teaching and Learning of Music</td>
<td>3</td>
</tr>
<tr>
<td>MSED 543 Music in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>MSED 544 Music in Secondary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Content Area Specialization: (8)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM 400: Private Instruction (vocal/instr.) (1-2)</td>
<td></td>
</tr>
<tr>
<td>MSED 511: Conducting (3)</td>
<td></td>
</tr>
</tbody>
</table>

**FIELD EXPERIENCE/STUDENT TEACHING – 4 credits plus Student Teaching**

EDUC 450 Field Experience 4*  
or EDUC 515 Internship 2  
and EDUC 516 Internship 2  
and MSED 590 Directed/Supervised Resident Teaching, Music 6  

**ADDITIONAL PROGRAM REQUIREMENTS**

**STATUTORY REQUIREMENTS – 1 credit (required)**

EDUC 511 Statutory Requirements 0  

**Content Literacy – 3 credits (required)**

EDUC 575M Reading and Writing in the Content Areas 3  

**FINAL DEGREE REQUIREMENT**

**EXAMINATIONS (required for certification)**

PRAXIS II  
EDUC 566 Contemporary Educational Problems II 3  
EDUC 595 Thesis Research 3  

**Total Number of Credits**

Master of Science degree is a minimum of 33 credits (not including 6 credits of student teaching)

**OTHER REQUIREMENTS FOR STATE OF CONNECTICUT CERTIFICATION**

Survey Course of United States History – 3 credits (required)

Additional coursework for Certification or Endorsement (required if noted)
*EDUC 450 may be taken in 2 semesters (2 credits each) or one semester at 4 credits.
Education Master of Science in Elementary or Secondary Degrees, Sixth Year Certificates of Advanced Studies, and Certification Areas

Master of Science in Elementary or Secondary Education, Certification Track Program in Remedial Reading and Remedial Language Arts

Chair: Patricia Mulcahy-Ernt
Email: mulcahyp@bridgeport.edu

This 33 credit Master of Science degree course of study program at either the Elementary or Secondary level provides extensive course work and experiences in working with students in the field of literacy and language arts, leading to the initial educator certification in Remedial Reading and Remedial Language Arts. An individual with an appropriate regionally accredited Bachelor's degree may apply for this program. Although the program focuses on literacy for grades 1-12, the candidates elect either an Elementary degree focus or a Secondary degree focus through their field experiences and research. This concentration focuses on working with students in a variety of instructional settings for the purpose of teaching literacy processes, for evaluating students in reading and language arts, and for developing and evaluating literacy programs. Students learn to create appropriate literacy instruction for learners experiencing difficulty in reading and language arts. Upon completion of the coursework, field experiences, and appropriate performance assessments, students may apply for the Connecticut initial educator certificate in Remedial Reading/Remedial Language Arts, 1-12.

Program Goals

The program goals in literacy are adapted from the international Reading Association Standards for reading Professionals - Revised 2010. The goals in Literacy for the Remedial Reading and Remedial Language Arts Program are as follows:

1. Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.
3. Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Reading professionals create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Bachelor's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut’s essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

Planned Program of Study

PREREQUISITE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Children’s or Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

PROFESSIONAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 440C Methods and Materials in Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440M/J Methods and Materials in Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 574 Developmental Reading in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 575 Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 571 Diagnosis and Intervention of Reading and Language Arts Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 578 Evaluation of Instructional Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 596 Field Experience in Reading and Language Arts</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 597 Practicum in Reading and Language Arts</td>
<td>6</td>
</tr>
</tbody>
</table>

ADDITIONAL PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500 Research and Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 515 Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 516 Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 570 Instruction for the English Language Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 573 Early Literacy Instruction</td>
<td>2</td>
</tr>
</tbody>
</table>

FINAL DEGREE REQUIREMENT

(Choose one of the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 566 Contemporary Educational Problems II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 568 Studies in Literacy Research</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 595 Thesis Research</td>
<td>2</td>
</tr>
</tbody>
</table>

ADDITIONAL COURSEWORK FOR CERTIFICATION

(required if noted)

Total Number of Credits
M.S. Total Minimum: 33 credits
Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.
Professional Educator Development

Master of Science in Elementary or Secondary Education/Certificate of Advance Studies (CAS) in Elementary or Secondary Education

Chair: Norma Atkinson
Carlson Hall, Room 108
Telephone: (203) 576-4028
Fax: (203) 576-4200
Email: natkinso@bridgeport.edu

This degree program provides advanced study for certified teachers and for persons interested in careers related to school-age students.

Professional Educator Development

This program is designed for students who are certified teachers or who wish to pursue a Master's degree in Elementary or Secondary Education (33 credits); or 6th year (30 credits) Certificate of Advanced Studies in Elementary or Secondary Education.

PROGRAM REQUIREMENTS

The Professional Educator Development Program combines a basic core with selected courses.

CORE COURSES

In the Research and Report Writing course (3 credits), students analyze their own school experiences and determine competencies they wish to achieve. In the Differentiated Instruction course (3 credits), methods for addressing the needs of students' diverse strengths, background, experiences, gender, linguistic, and learning styles will be presented. In the Teacher Leadership course (3 credits), methods to maximize students' learning potential, and provide students with quality learning experiences, alignment of standards, lessons, and assessments. In the final core requirement, Contemporary Problems in Education (3 credits) students demonstrate those competencies in a clinical and research setting.

ELECTIVE COURSE TOPICS

Courses are offered in the following topics for a total of 30 or 33 credits, with several courses available under each topic. For courses offered each semester, consult the course schedule. On ground, online and hybrid formats available. Depending on availability and course scheduling, candidates may choose from among the following (courses vary between one and three credits):

EDUC: Course Description
450 Field Experience
515 Clinical Experience – Internship Program
EDMM: Course Description
606 No room for Bullying
609 Small Group Instruction
610 Technology Integration
617 Development and Design of Blended Learning Instructional Modules
618 Technology Literacy
619 Web Quest in Interactive Classroom
620 Applications of English Grammar
623 Interactive Reading/Balanced Literacy
624 Literacy Lessons - CMT
626 Principles of Early Childhood Education
627 Developmentally Appropriate Classrooms
628 Family and Community Partnerships
632 Dynamics of Classroom Environment
633 Critically Reflecting on Practice
634 Conflict Resolution
641 Identifying & Teaching Academically Gifted
642 Differentiated Instruction
643 The Art of Teaching Boys & Girls Differently
644 Character Education
645 Student Centered Instruction
646 Reaching Difficult Students
654 Mastering the Interview Process
655 Positive Student/Teacher Relationships
669 Mysteries of the U.S - Historical
670 Instructing with Modern Media
671 Using Historical Fiction
672 Urban Education
679 Using STEM in the Classroom
687 Inquiry Learning Across Disciplines
688 Curriculum Writing and Revision
692 Teacher Leadership
695 School Law
694 A Practical Guide to CCT
699 Testing & Assessment Strategies in Education

Education M.S. Degree – Elementary Education Concentration

Designed for Flexibility – Online, On-Campus, or Hybrid/Blended

The M.S. degree with a concentration in Elementary Education is designed to promote quality elementary education for all young children, birth through age twelve, and to improve professional practice in the early childhood community. This non-certification concentration offers coursework in various formats: online, on campus or hybrid/ blended courses.

Our planned program supports a comprehensive understanding of the diverse cognitive, cultural, developmental, and linguistic needs of the early childhood learner. Graduates will be able to work effectively with multicultural populations of young children in a variety of settings and provide instructional opportunities that are adapted to diverse learning styles. In addition, our graduates are trained to use developmentally appropriate practices in early childhood education to create healthy, respectful, nurturing, and challenging learning environments for all young children in their cultural contexts.

PROGRAM REQUIREMENTS

Education M.S. Degree (33 Credits)

Early Childhood Concentration

EDMM 626 Principles of Early Childhood Education (ECE) 3 online
EDMM 657 Developmentally Appropriate ECE Classroom Environments 3 online
EDMM 628 Family and Community Partnerships within ECE 3 online
EDUC 560 Human Growth and Development 3 online

Total Core Courses 12

The remaining 21 credits will be individually selected with the assistance of the student's advisor.
Education Sixth Year Certificate of Advanced Study (CAS) in Elementary or Secondary Education Remedial Reading and Language Arts

Chair: Patricia Mulcahy-Ernt
Carlson Hall, Room 118
Telephone: (203) 576-4201
Fax: (203) 576-4200
Email: mulcahyp@bridgeport.edu

This 30 credit Sixth Year Certificate of Advanced Study (CAS) degree program at either the Elementary or Secondary level provides extensive course work and experiences in working with students in the field of literacy and language arts. An individual with an appropriate regionally accredited Master’s degree may use the 6th Year CAS degree program to achieve teacher certification.

Although the program focuses on literacy for grades 1-12, the candidates elect either an Elementary degree focus or a Secondary degree focus through their field experiences and research. This concentration focuses on working with students in a variety of instructional settings for the purpose of teaching literacy processes, for evaluating students in reading and language arts, and for developing and evaluating literacy programs. Students learn to create appropriate literacy instruction for learners experiencing difficulty in reading and language arts. Upon completion of the coursework, field experiences, and appropriate performance assessments, students may apply for the Connecticut initial educator certificate in Remedial Reading/Remedial Language Arts, 1-12.

Program Goals

The program goals in literacy are adapted from the international Reading Association Standards for reading Professionals - Revised 2010. The goals in Literacy for the Remedial Reading and Remedial Language Arts Program are as follows:

1. Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.
3. Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Reading professionals create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Master’s degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.

Connecticut’s essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

In this program students gain extensive preparation in learning to teach students in reading and language arts; to work with learners experiencing difficulty in reading, writing, and literacy-related processes; to assess literacy development; and to develop and evaluate programs that improve literacy processes.

PREREQUISITE REQUIREMENTS* (9 CREDITS)

EDUCATIONAL PSYCHOLOGY – 3 credits (required)
EDUC 509 Psychological Foundations in Education 3

CHILDREN’S OR ADOLESCENT LITERATURE – 3 credits (required)
EDUC 536C Children’s Literature 3

or EDUC 536J Adolescent Literature 3

SPECIAL EDUCATION – 3 credits (required)
EDUC 564 Education of the Exceptional Student 3

PROFESSIONAL EDUCATION REQUIREMENTS**

EDUC 400C Methods and Materials in Teaching Language Arts 3
or EDUC 400MJ Methods and Materials in Teaching Language Arts 3
and EDUC 574 Developmental Reading in the Elementary School 3
and EDUC 575MJ Reading and Writing in the Content Areas 3

DIAGNOSIS AND REMEDIATION OF READING AND LANGUAGE ARTS DIFFICULTIES – 3 credits (required)
EDUC 571 Diagnosis and Intervention of Reading and Language Arts Difficulties 3

TESTS AND MEASUREMENTS – 3 credits (required)
EDUC 558 Evaluation of Instructional Outcomes 3

CLINICAL FIELD EXPERIENCES – 7 credits (required)
EDUC 596 Field Experience in Reading and Language Arts 1
EDUC 597 Practicum in Reading and Language Arts 6

ADDITIONAL PROGRAM REQUIREMENTS (4-12 CREDITS)

SECOND LANGUAGE LEARNING AND ACQUISITION (required as noted)
EDUC 570 Instruction for the English Language Learner 1

STATUTORY REQUIREMENTS (required as noted)
EDUC 511 Statutory Requirements in Education 1

ADDITIONAL GRADUATE COURSEWORK (required as noted)
EDUC 573 Early Literacy 2

FINAL DEGREE REQUIREMENT (CHOOSE ONE OF THE FOLLOWING:)

INDEPENDENT STUDY
EDUC 668 Literacy Research Project 1
EDUC 669 Sixth Year Project 1-3

THESIS RESEARCH
EDUC 695 Advanced Thesis Research — Sixth Year 2-6

Credits for Certification 21

Students need to complete all requirements on their Planned Programs of study. Students seeking to complete the Sixth Year Degree must complete an additional 9 credits, inclusive of the Final Degree Requirement.

202
**Education** Sixth Year Certificate of Advanced Study (CAS) in Elementary or Secondary Education
Remedial Reading and Language Arts

**Total Number of Credits:**
Sixth Year degree Total Minimum: 30 Credits

*With prior written adviser approval these courses may be met by taking undergraduate courses with a grade of a “B” or higher.

**These courses are required for the Sixth Year Certificate Program in Remedial Reading and Remedial Language Arts.
Education Sixth Year Certificate of Advance Studies (CAS) with Reading and Language Arts Consultant Certification

Chair: Patricia Mulcahy-Ernt
Carlson Hall, Room 118
Telephone: (203) 576-4201
Fax: (203) 576-4200
Email: mulcahyp@bridgeport.edu

The Reading and Language Arts Consultant is a Teacher Certification Program designed to prepare educators for leadership positions in elementary, middle, and secondary schools. The program prepares the student for the roles of a curriculum and instructional leader, including the following: organizing, supervising, and enhancing literacy programs; coordinating the instruction and assessment of students in reading and language arts; guiding, improving, and enriching reading and language arts instruction in all content areas; and collaborating with teachers, administrators, parents, and other literacy leaders.

Applicants must have completed an appropriate Master’s degree, must have a valid teaching certificate (or be eligible for Connecticut certification) in elementary, middle, or secondary education; must have completed a minimum of thirty months of successful classroom teaching experience; and must have completed all state required tests, including the Connecticut Foundations of Reading Test. Upon the completion of the Planned Program with appropriate coursework, field experiences, performance assessments, and the demonstration of required certification competencies, a student may apply for the Reading and Language Arts Consultant certification.

Program Goals

The program goals in literacy are adapted from the international Reading Association Standards for reading Professionals - Revised 2010. The goals in Literacy for the Reading and Language Arts Consultant Program are as follows:

1. Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.
3. Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Reading professionals create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Master’s degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut’s essential skills testing requirement: passing scores in the PRAXIS 1 exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

PREREQUISITE REQUIREMENTS*

*These requirements may be met by taking an undergraduate or graduate course with a grade of at least A “B.”

EDUCATIONAL PSYCHOLOGY – 3 credits (required)
EDUC 509 Psychological Foundations in Education 3

CHILDREN’S OR ADOLESCENT LITERATURE – 3 credits (required)
EDUC 536C Children’s Literacy 3
or EDUC 536J Adolescent Literacy 3

SPECIAL EDUCATION – 3 credits (required)
EDUC 564 Education of the Exceptional Student 3

TESTS AND MEASUREMENTS – 3 credits (required)
EDUC 558 Evaluation of Instructional Outcomes 3

CURRICULUM: METHODS AND MATERIALS IN TEACHING LANGUAGE ARTS – 3 credits (required)
EDUC 440C Methods and Materials in Teaching Language Arts 3
or EDUC 440MJ Methods and Materials in Teaching Language Arts 3

SECOND LANGUAGE LEARNING AND ACQUISITION – 1 credit (required)
EDUC 570 Instruction for the English Language Learner 1

Total Credits 16

INITIAL PROGRAM REQUIREMENTS

(The initial program requirements may be met through completion of the following courses at the Master’s or Sixth Year level:)

DEVELOPMENTAL READING – 6 credits (required)
EDUC 574 Developmental Reading in the Elementary School 3
and EDUC 575/MJ Reading and Writing in the Content Areas 3

DIAGNOSIS AND REMEDIATION OF READING AND LANGUAGE ARTS DIFFICULTIES – 3 credits (required)
EDUC 571 Diagnosis and Intervention of Reading and Language Arts Difficulties 3

CLINICAL FIELD EXPERIENCE – 7 credits (required)
EDUC 596 Field Experience in Reading and Language Arts 1
EDUC 597 Practicum in Reading and Language Arts 6

Total Credits 16

ADVANCED PROGRAM REQUIREMENTS

ADVANCED READING AND LANGUAGE ARTS DIAGNOSIS – 2 credits (required)
EDUC 572 Advanced Diagnosis of Reading and Language Arts Difficulties 2

ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF READING – 4 credits (required)
EDLD 611 Administration: Organizing and Staffing Educational Institutions 3
or EDLD 613 Leadership 3
EDLD 611A Organization, Administration, and Supervision of Reading and Language Arts Programs 1

READING AND LANGUAGE ARTS CONSULTANT PRACTICUM AND APPLIED RESEARCH – 6 credits (required)
EDLD 683 Internship for the Reading & Language Arts Consultant 6

Total Credits 12
**Education**  Sixth Year Certificate of Advance Studies (CAS) with Reading and Language Arts Consultant Certification

**ADDITIONAL PROGRAM REQUIREMENTS**

**FINAL DEGREE REQUIREMENT**
*(Choose one of the following:)*

- EDUC 668  Literacy Research Project  1
- EDUC 669  Sixth Year Project  3
- or
- EDUC 695  Advanced Thesis Research–Sixth Year  3

**ADDITIONAL COURSEWORK FOR CERTIFICATION**
*(required if Noted)*

**Total Number of Credits**
Sixth Year Total Minimum: 30 credits
Program Goals

The Educational Leadership with Administration and Supervision Program Goals are adapted from Connecticut State Department of Education’s common Core of Leading (2013). The Educational Leadership with Administration and Supervision program at the University of Bridgeport seeks to develop leaders who can accomplish all of the following:

1. Develop a shared vision for student learning that creates meaning for the people in the organization and infuses purpose into the strategies and standards for actions linked to that vision.

2. Promote an instructional program, built on high expectations for all learners and conducive to student learning and professional growth, thereby developing a school culture of success for all learners.

3. Establish positive learning environments by developing trust and credibility through meaningful relationships.

4. Establish a culture that is open and inclusive, through modeling and expecting ethical and moral behaviors from all.

A student who holds a Master’s degree from an accredited college or university may apply to in the Sixth Year program. The Professional Diploma program consists of thirty semester hours.

The Sixth Year Program, leading to the professional Diploma in Educational Leadership with Administration and Supervision, is designed to meet requirements leading to administrator and supervisor certification (092). This Connecticut State Certification enables a candidate to apply for leadership positions other than Superintendent of Schools (093 certification). With the exception of Reading and Language arts, this certification would also include subject area consultant and curriculum coordinator.

Intermediate Administrator (092 Certification) Certification Track

Summary of Requirements

(30 SEMESTER HOURS)

CERTIFICATION REQUIRES COURSES IN EACH OF THE FIVE AREAS, AND A TOTAL OF 24 CREDITS BEYOND THE MASTER’S

REQUIRED CORE

I. PSYCHOLOGICAL/PEDAGOGICAL
*EDLD 621 Evaluation of School Effectiveness

II. CURRICULUM/PROGRAM MONITORING
*EDLD 651 Curriculum Development

III. SCHOOL ADMINISTRATION
EDLD 618 School Finance (required)
EDLD 619 School Law (required)

IV. PERSONNEL EVALUATION/SUPERVISION
EDLD 652 Supervision: Evaluation/Development

V. CONTEMPORARY EDUCATIONAL PROBLEMS/POLICY MAKING
EDLD 601 Introduction to Education Leadership

Notes:
1. Administrative Internship ED. 681A (3 credits) required
2. CAT Examination – required for 092 certification
3. EDUC 664 Supervision of Programs & Services for students with Exceptionalities (This requirement will be substituted for an elective if the candidate holds appropriate certification Social Work, Speech, Psychology, Special Ed.). Must be completed for certification.
4. Certification (092) = 24 credits
5. 6th Year professional Diploma = 30 credits

SUGGESTED ELECTIVES (3 Credits each)

EDLD 613 Leadership
EDLD 614 Facilities
EDLD 680A Urban Leadership
EDLD 615 Research & Data Informed Supervision

Electives offered by other departments or colleges, may be substituted with approval by the student’s advisor.

Total Semester Hours

30
**Educational Leadership Doctor of Education Degree**

Program Director: Thomas Christ
Carlson Hall, Room 116
Telephone: (203) 576-4215
Fax: (203) 576-4200
Email: tchrist@bridgeport.edu

The Doctoral program in Educational Leadership at the University of Bridgeport is the first of its kind in Connecticut and has been operating since 1979. It is designed to enhance and improve the effectiveness of public and private organization leaders, school administrators, and researchers. Graduates and current students have held and hold significant positions in state-wide school systems, for-profit, non-profit institutions, colleges, and universities. The advanced graduate curriculum integrates the sound principles of administration, management, organizational psychology, information technology, program evaluation, qualitative, qualitative, action, and mixed research methodologies.

The program is specifically tailored to the working professional and is offered on a part-time basis (two evenings per week) at the U.B. Campus. Consequently, all courses and seminar are conveniently scheduled around the job of the working professional. The successful completion of the program leads to the Doctor of Education degree (Ed.D.).

The Doctoral Program takes into consideration the needs of such personnel in terms of both the content of the curriculum, orientation, and program organization. It is offered at the University of Bridgeport campus easily accessible from New York, New Jersey, and Massachusetts by car, train, or ferry. The program requires a minimum of four years for completion, including three years of formal study, and a minimum of one year to complete the dissertation. During the first two years, students typically take one six credit doctoral seminar and one three credit research-evaluation course per semester. Students should take online-hybrid classes during year one and two summers as part of the residency requirement in the program.

### 1. Summary of Requirements (62 SEMESTER HOURS)

**Education Leadership Strand**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 801</td>
<td>Program Development</td>
<td>6</td>
</tr>
<tr>
<td>EDLD 804</td>
<td>Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>EDLD 805</td>
<td>Grant Writing, Procurement, and Policy</td>
<td>6</td>
</tr>
<tr>
<td>EDLD 807</td>
<td>Organization Management</td>
<td>6</td>
</tr>
<tr>
<td>EDLD 808</td>
<td>Human Relations</td>
<td>6</td>
</tr>
</tbody>
</table>

**Research and Evaluation Strand**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 811</td>
<td>Intro to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 812</td>
<td>Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 814</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 815</td>
<td>Mixed Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 816</td>
<td>Action Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dissertation Preparation Strand**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 813</td>
<td>Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 845</td>
<td>Dissertation: Comprehensive Exam</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 846</td>
<td>Dissertation: Proposal Defense</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 850</td>
<td>Continuous Dissertation</td>
<td>0</td>
</tr>
</tbody>
</table>

**Postsecondary Teaching Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 817</td>
<td>Postsecondary Teaching</td>
<td>2</td>
</tr>
</tbody>
</table>

**For 092 Certification Add**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 881a</td>
<td>Administrative Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAT Exam</td>
<td></td>
</tr>
<tr>
<td>EDLD 864</td>
<td>Special Education for Administrators</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2. Residency

A substantial period of residence must be included in a doctoral program to provide significant faculty-student interaction, opportunities for exposure to and engagement with cognate disciplines and research scholars working in those disciplines, and significant face-to-face peer interaction among graduate students. Residency is established through continuous enrollment, fall, spring, and summer with a minimum of 3 credits per semester. Residency provides the opportunity for a mentor-apprentice relationship between faculty and students and time for in-depth and direct faculty support of students. Thus, the intent of the residency requirement is to ensure that doctoral students contribute to and benefit from the complete spectrum of educational, professional, and enrichment opportunities provided on and off the University of Bridgeport campus.

### 3. Dissertation Preparation

The dissertation proposal draft is a 12-15 page overview of the student’s ideas for their dissertation. The proposal draft which is created in the first year of the program as part of EDLD 811-Introduction to Research, EDLD 812-Quantitative Research, and EDLD-813-Literature Review should provide guidance for the selection of dissertation committee members as well as a basis for further expansion of the dissertation methodology and procedures which occurs in EDLD 814-Qualitative Research and EDLD 815-Mixed Methods Research. The proposal draft will include a graphic depiction of the methodology and methods, and a time line for completion of the dissertation proposal including literature review and Human Subject approval. Discussing the research proposal in draft format with a potential committee chair, other potential committee members, and peers will enable the student to obtain advice early in the dissertation process as to the suitability of the topic and as to whether or not the research questions and methodologies are logical, appropriate, and sound.

### 4. Comprehensive Examination and Dissertation Proposal

All matriculated doctoral students wishing to become doctoral candidates must pass a written comprehensive examination. Passage of the comprehensive exam coincides with the final dissertation proposal. The comprehensive exam will consist of: (a) one research methodological question; (b) one program focus question; and (c) one area of specialization question related to the students’ dissertation topic. The questions will be designed by the doctoral faculty and the student to rigorously assess the mastery and synthesis of knowledge garnered during coursework. Further, it is intended to gauge the student’s potential for independent dissertation research. Students should take the exam at the conclusion of their third year, after all coursework has been completed. Students will have 30 days to complete the take home comprehensive exam. Each question should be 15 pages with no less than 15 appropriate citations per question representing coursework in the program, and the students’ research in their specialization strand. Following APA 6th edition is mandatory!

The dissertation proposal is a required component of the doctoral program, and must be approved for a student to become a doctoral candidate. The student, the student’s Chair, and the School of Education expect to see evidence of careful attention to APA 6th style and format in the proposal document. The UB Doctoral Guidelines are derived from standard practices among universities, libraries, and publishers. The student is expected to read and follow the Guidelines through-
out the proposal preparation. The proposal includes the student’s statement of a research problem and the chosen method of investigating it. The proposal is the first step toward completion of the dissertation, which is an original contribution to one’s field of study. The study may be applied research; it may be experimental, quasi-experimental, or non-experimental in its design; it may include quantitative, qualitative, action, mixed or critical methodology. Writing the dissertation proposal begins immediately upon entering the Ed.D. program guided by a unique sequence of six 3-credit courses (EDLD: 811, 812, 813, 814, 815, 816). It is essential that the student be capable of discussing the theoretical basis of a proposed study and the specific methodologies and is approved by IRB and the dissertation committee before the student begins formal data collection. A proposal draft should contain the following headings:

5. Dissertation-Doctoral Candidacy

Once the student has successfully passed the Comprehensive Examination and completed the Dissertation Proposal, he or she is eligible to apply to be a Doctoral Candidate. The student should submit the form “Admission to Doctoral Candidacy” to the Director. This designation will be conveyed to the student by an official letter from the School of Education and/or the Department of Educational Leadership. Doctoral Candidacy allows the student to register for dissertation advising EDLD 850 which is a 0 credit course but is deemed to be full time. A student must be a candidate for at least two semesters prior to the granting of the degree. Student may not, unless granted a waiver, defend the dissertation during the semester immediately following the semester during which he or she completed the proposal. The purpose of this requirement is to assure a minimal lapse of time for effective work on the dissertation after acquisition of the basic competence and after delineation and approval of the research problem and methodology. Once students are advanced to candidacy they must be enrolled in EDLD 850 continuously for dissertation advising and supervision (fall, spring and summer semesters) until graduation. If the student is not advanced to candidacy within six years from the time of admission to the doctoral program, the student should be dismissed from the program. Each student has a three-member dissertation committee, the director of the Ed.D. Program, and the Dean of School of Education.

Note: Completion of Doctoral Degree

The degree must be completed within seven years of the date from which the student started coursework in the doctoral program. In exceptional cases, the department may recommend that the Dean grant an extension of this limit.
Electrical Engineering  Master of Science Degree

Chair: Navarun Gupta
Engineering Technology Building
Telephone: (203) 576-4117
Fax: (203) 576-4750
Email: navarung@bridgeport.edu

This Program is designed to increase the student’s knowledge and competence in basic areas necessary for Modern Electrical Engineering, while affording sufficient freedom to allow an in-depth study of such areas as Communications, Control Systems, Electronics and Digital Processing.

The Department also offers, as an integral part of the Electrical Engineering Masters Degree, the opportunity to specialize in several Concentration Areas.

Electrical Engineering Concentration Areas:
1. Bio-Medical Engineering
2. Computer Communications and Networking
3. Environmental and Energy Management
5. Robotics and Automation
6. Security (IT Security, Biometrics, etc.)
7. Signal and Image Processing
8. Very Large Scale Integration (VLSI)
9. Wireless and Mobile Communications

Please refer to the Graduate Studies Division Catalog pages for course details of the concentration areas.

In addition, the department also offers the opportunity to acquire dual graduate degrees along with the M.S. degree in Electrical Engineering. Candidates for these dual Masters degree programs are typically required to complete a total of 48 credit hours to satisfy the requirements of two Masters degrees. This implies 18 credit hours in addition to the 30 hours required for the M.S. degree in Electrical Engineering.

Please refer to the Graduate Studies Division catalogue pages for detailed information on Dual Graduate Degree programs.

Furthermore, customized study plans to allow receiving the Electrical Engineering M.S. degree while pursuing either the Ph.D. degree in Computer Science and Engineering or the Ed.D. degree in Education are available. Doctoral students in these two programs should consult their respective doctoral advisors to work on their individualized plans. Further details on the dual M.S. in Electrical Engineering degree programs are available in the catalog section on Graduate Studies Division.

Admission Requirements
Students must have a Bachelor of Science in Electrical Engineering or a related field. In both cases, the department may require make-up of background deficiencies.

COURSE REQUIREMENTS
A. A total of 30 semester hours is required in an approved program of study. Some students in this program enter with an undergraduate record lower than desired. These students are told in their admit letter that they must take 33 or 36 or 39 credits for their MS in E.E program.

B. The Master’s thesis is optional. If undertaken, it counts as 6 semester hours and must be conducted under the supervision of an EE Department faculty member. If the Master’s thesis is not taken, then EE-597 must be taken for 3 credits.

C. 400 or 500 level courses in Electrical Engineering, Computer Engineering and Computer Science are acceptable, with advisor approval, to count for the course requirements of the MS in E.E program.

D. It is recognized that not all students will have the necessary depth of study in their preparatory program for the MSEE. Consequently, the Department may permit a maximum of two undergraduate electives to be taken for graduate credit.

E. A total of one course in Mechanical Engineering or Technology Management is allowed to be taken toward the Master of Science in electrical Engineering.

Learning Outcomes
Students in the M.S. Electrical Engineering Program will be able to 1) demonstrate the ability to use techniques, skills and modern engineering tools necessary for engineering practice; 2) demonstrate the ability to plan and conduct laboratory experiments and interpret and report results; 3) demonstrate the ability to identify and apply concepts of engineering economics and project planning; 4) demonstrate knowledge of contemporary global and societal issues and their relationship; and 5) exercise strong oral and written communication skills including those needed for technical writing.
The UB MS in Finance Value Proposition

The Master of Science in Finance (MSF) is a 30-credit graduate program designed to meet the needs of a distinct type of professional in the finance industry. The MSF develops the ability of students whose career goals include specialist, technical, and management roles in financial enterprises. The program accomplishes its mission by developing student expertise in financial instruments, financial technology, financial analysis and financial management. Positive program outcomes will be achieved through the knowledge and skills the students will acquire from a comprehensive curriculum design, instruction in an effective learning environment, opportunities for inquiry, and professional development. This program largely leverages our existing offerings.

Students learn concepts in risk, finance, investments, and analytics that provide the basis for careers in finance. Students also develop the technical and quantitative skills needed to pursue a variety of careers in the finance industry. While more specific and analytical in nature, these learning outcomes are in line with our institutional mission, and our MBA program.

Students will learn how to evaluate and price a financial opportunity. They will learn how to gauge the appropriate level of risk to discount future projections. They will learn how to compare across investment opportunities at a given time and how to allocate among them in an optimal way. They will learn how to create useful tools for answering financial questions so that reports could be generated automatically and progress can be tracked. They will learn how to both assess and manage risk. Most importantly and most generally, they will learn how to solve financial problems with finely honed problem-solving skills via analytical capabilities and data-driven decision-making.

Program Characteristics

Although students with work experience will find maximum benefit from the MSF, no previous work experience is required. The curriculum is designed to recognize and accommodate substantial diversity in preparation and experience as well as the different goals and career expectations of students. For this reason, some students may be required to complete preparatory coursework to successfully graduate from the 30-credit MSF program. Flexible course delivery enables students to proceed at their desired pace. Most students complete the MSF program in 18 to 24 months.

Learning Outcomes:

Students will integrate the knowledge and skills they have gained throughout their graduate program to develop and evaluate financial and risk management strategies by:

Technical
- Demonstrating an understanding of concepts learned throughout their graduate program
- Testing a hypothesis or market strategy through robust historical evaluation
- Using research, methods, and instruments to price assets, evaluate risk, and manage portfolios
- Explain and differentiate standard financial models and their assumptions

Human
- Communicating complicated information at a professional level using appropriate acumen
- Demonstrating initiative, discipline, and follow-through on assignments
- Facilitating meaningful dialogue and reasoned disagreements related to class topics and current financial events

Conceptual
- Evaluating the advantages and disadvantages associated with evolving regulatory environments
- Analyzing organizational decisions relating to risk management and financial practice
- Applying the theories and techniques learned throughout the graduate finance program

Learning Outcomes will be assessed using the following measures:
- participation in classroom activities addressing current financial events,
- preparing case studies,
- creating one-off back tests of financial hypotheses,
- performing simulations,
- developing reusable financial and risk management tools,
- performing due diligence research projects,
- writing 5-to-10-page papers on critical financial topics,
- presenting findings in a five-minute professional presentation,
- and one capstone exercise reflecting their accumulated knowledge and skills.

Language Requirement

Conditionally accepted international students with an undergraduate degree that was taught in a language other than English are required to successfully complete additional language-related coursework and third-party assessment testing before joining the program.

Academic Preparation

Students with undergraduate preparation in a non-business field may be required to complete up to 12 credits of preparatory coursework. Students with a strong academic record (B or better in each case) from an accredited university may be able to waive preparatory foundation courses. Accounting & Business Law (ACCT500) requires both managerial and financial accounting, as well as any course labelled business law that included contracts and tort law. Economics & Finance (ECON500) requires both micro- and macroeconomics, as well as finance that included time value of money. Information Systems & Quantitative Methods (ITKM500) requires information systems, intermediate Excel, and either MS Excel- or SAS-based statistics or research methods. Management & Marketing (MGMT500) requires organizational behavior, operations management, and marketing or any similarly named course that includes consumer behavior.
Preparatory Courses: Acquiring the Foundation for Success (up to 12 Credits)

This coursework provides the basic fundamentals across the business disciplines that serve as a necessary foundation for the MSF program.

- ACCT500 Accounting & Business Law
- ECON500 Economics & Finance
- ITKM500 Information Technology & Quantitative Methods
- MGMT500 Management & Marketing

MSF Program Curriculum: (30 credits total - all courses are three credits)

Core Courses (24 credits)
FIN 505: Advanced Financial Management & Policy
FIN 520: Investment Analysis
FIN 525: International Financial Management
FIN 534: Behavioral Economics and Algorithmic Finance
FIN 540: Financial Analysis & Modeling
FIN 545: Financial Derivatives & Risk Management
ITKM505: Information Systems & Knowledge Management
ITKM560: Foundations in Advanced Analytics

Capstone Courses (6 credits)
GLDP501 Research Methods
BUCP508 Thesis or BUCP509 Internship

Requirements for Graduation
To qualify for the award of the degree of Master of Science in Finance, a student must fulfill the following minimum requirements:

1. Admitted to candidacy for the degree in the School of Business.
2. Satisfactorily complete all academic requirements with a cumulative grade point average grade of “B” (CGPA = 3.0) or better.
3. File an application for the award of the degree at the Registrar's Office on or before the date published in the University Calendar.
4. Complete all academic requirements within five (5) years from the date of first registration, unless a petition for extension is granted. Extensions are granted only for compelling reasons.

Progression/Sequence of Coursework
Preparatory coursework is the first step. In some cases, students may take a combination of Preparatory and Core courses during their transition into the Program. Students begin the formal MSF program by completing the eight Core courses (in any order). The Capstone courses should be taken in the final semester, or final two semesters.

Fulltime Status
Fulltime status requires at least three classes per semester (spring and fall) for international students and at least two classes per semester for domestic students. International students on an F1 or J1 visa may take fewer than 9 credits only once during their graduate tenure (spring and fall semesters), which is only permitted in their final semester.

Grading Policy
A grade of C or better is required for credit toward graduation in all preparatory and program coursework. Students are expected to maintain a semester GPA of 3.0 or better throughout their studies. Those students who earn a semester GPA below 3.0 will be placed on probation and must comply with the associated formal process to successfully maintain proper status.
Global Development and Peace Master of Arts Degree

Chair: Dr. Dave Benjamin
Carlson Hall 235
Telephone: (203) 576-4966
Fax: (203) 576-4967
Email: dbenjamin@bridgeport.edu

The Master of Arts in Global Development and Peace is designed for individuals who intend to pursue careers in international public service through intergovernmental organizations, government agencies, and non-governmental organizations. Graduates of the Master of Arts in Global Development and Peace will also be prepared for the careers in the private sector, especially to work in banks, insurance companies, corporations, and management firms that have branch offices, holdings, partnerships, and/or clients in developing countries.

All courses are 3 credits.

This graduate degree is designed to allow future civil servants and business professionals interested in global development and human security to develop an understanding of:
- Extant models of socioeconomic development
- Prerequisites for good governance in developing countries
- The impact of religion and culture on intra- and interstate relations.

Students in the program will also develop competence in:
- Quantitative and qualitative research and analysis.
- Negotiation and conflict resolution.
- Project management and related problem-solving skills

They are also expected to develop or demonstrate a Foreign Service Level 2 (limited working proficiency) of at least one world language beside English.

Masters of Arts Core Requirements

The program is developed as a 36 credit graduate course of study that requires four semesters of study including a overseas internship. It requires the student to have completed some foundational coursework in political economy and have a working knowledge of at least one world language. Students may apply without the prerequisites, but they will need to demonstrate competency in these areas prior to completion of their degree. Undergraduate students in the College of Public and International Affairs who complete 12 semester hours of the program in addition to all the requirements for their undergraduate degree may receive a Graduate Certificate in Global Development & Peace provided they receive no grade lower than a B in the 12 graduate credits that they complete. These 12 semester hours must be in excess of the required 120 semester hours for graduation with the Bachelor’s degree.

The curriculum of the Master’s degree is designed so that students will develop competency in the following areas:
- Qualitative and Quantitative Research Methods and Their Applications to Development.
- International Political Economy and the Major Theories of Development.
- An Appreciation of the Role played by Religion and Culture in Development
- Conflict Analysis and Resolution
- Diplomacy and Negotiation

The Masters offers three potential tracks and students should choose from one of the following:

CONFLICT ANALYSIS AND RESOLUTION TRACK

For those interested in conflict management

INTERNATIONAL POLITICAL ECONOMY AND DEVELOPMENT TRACK

For those interested in development and its challenges

GLOBAL MANAGEMENT TRACK

For those interested in working in the commercial domain, especially in emerging and developing economies.

GLOBAL MEDIA AND COMMUNICATION

For those interested in public diplomacy or in serving as a spokesperson.

Course of Study

Sample Curriculum Sequence:

Semester I
Core (9 semester hours)

GLDP 511 Issues in Economic Development 3

Semester II
Choose Two:
Choose Two:

GLDP 535 Peace Psychology
GLDP 581 Advanced Diplomacy
GLDP 524 Political and Economic Integration

Specialization Track A Conflict Analysis and Resolution

Specialization Track B International Political Economy & Development

Choose Two:
Choose Two:

GLDP 523 Corruption
GLDP 540 Culture and Development or
GLDP 563 International Human Rights

Specialization Track C Global Media and Communication

Choose Two:

GMCS 511 Communication Theory
GMCS 529 Advanced Intercultural Communication
GMCS 543 Communication and National Development
GMCS 555 News Media & International Journalism
GMSC 562 Media Communication Law and Legal Issues or

Specialization Track D Global Management

Choose Two:

GLDP 523 Corruption
GSB 537/MGMT 532 Global Program and Project Management 3
GSB 580/MGMT 523 Leadership, Teams & Managing Change 3
GLDP 528 Political and Economic Integration

Semester III
For all Tracks

GLDP 591 Internship

Semester IV
Specialization Track A Conflict Analysis and Resolution

Choose 2 plus one course in another Track B, C, or D

GLDP 560 Sustainable Development
GMCS 543 Communication and National Development
GLDP 563 International Human Rights
GMCS 529 Advanced Intercultural Communication

Specialization Track B International Political Economy and Development

Choose 2 plus one course in Track A, C, or D

GLDP 540 Culture and Development
GLDP 560 Sustainable Development
MGMT 532 Global Program and Project
GSB 539 International Issues 3

Specialization Track C Global Communication

Choose two plus one course in Track A, B or D

GMCS 555 News Media & International Journalism
GMSC 562 Media Communication Law and Legal Issues


Global Development and Peace  Master of Arts Degree

GLDP 529  Advanced Intercultural Communication

Specialization Track D Global Management

Choose two plus one course in Track B, C, or D
FIN  500  International Trade and Finance  3
FIN  630  International Financial Management  3
FIN  745  Technical Analysis & Trading  3
GLDP 561  Sustainable Development  3
MGMT 779  International Issues  3
MGMT 632  Global Program and Project Management  3

SEMMESTER V

GLDP 598  Tutorial
GLDP 599  Thesis

Total Semester hours for Semesters I-V  36

ENGLISH LANGUAGE REQUIREMENT

For applicants whose native language is not English, a minimum score of 213 (computer) or 550 (paper) on the TOEFL (Test of English as a Foreign Language) is required.

Exception to these requirements will be considered on a case-by-case basis in consultation with the Director of the University’s English Language Institute and following completion of an oral and written English exam that is administered by the English Language Institute. Students with demonstrated difficulty communicating in English may be required to take an advanced ELI course even if they have earned between 213/550 and 250/600 TOEFL scores.

MINIMUM GRADE POINT AVERAGE REQUIREMENT

Candidates for the Masters of Arts in Global Development & Peace are required to maintain a minimum semester grade point average of 3.0 to remain in good academic standing. The Master of Arts in Global Development may only be conferred upon a student who has the minimum required average of a 3.0 at the conclusion of the student’s studies. To receive credit for the completion of one of the tracks, a minimum of a “B” must be received in each course within the concentration. Students failing to maintain minimum academic standards will be placed on academic probation at the end of the first semester in which they do not maintain a semester or overall GPA of at least 3.0 or earn a C- or lower grade in any class. If the student fails to raise his overall GPA above a 3.0 by the end of the semester following being placed on academic probation, fails again to earn at least a 3.0 semester GPA or again earns a C- or lower grade in any class, she or he will be separated from the GLDP program. A student separated from the program may apply for readmission to the program following a minimum of one semester of not participating in the program. If, following this, the student does not achieve the needed 3.0, he or she is definitively separated from the program.

Learning Outcomes

The Master of Arts in Global Development & Peace has the following learning outcomes:

1. Students will be able to explain and compare the major extant models for socioeconomic development.
2. Students will demonstrate that they have acquired the quantitative and qualitative research skills needed to undertake effective planning, analysis and implementation of projects related to socioeconomic development or conflict resolution.
3. Students will demonstrate an understanding of the institutional prerequisites for good governance in developing countries.
4. Students will demonstrate an appreciation of the impact that religion and culture can have on socioeconomic development.
5. Students will demonstrate the basic skills needed for effective communication and negotiation.
6. Students will demonstrate skills needed in problem solving and in project management through an overseas internship.
7. Students will demonstrate a working knowledge of a second language in addition to English.

* Note for all academic programs in the College of Public and International Affairs, a portfolio is collected to track progress in programmatic outcomes.
The Master of Arts in Global Media and Communication Studies is a two-year program. It requires the completion of 36 semester hours of class work, including an internship, tutorial and thesis (space). Students who enter the program are expected to have completed at least one year of college foreign language study or pass a language proficiency exam. Students who have not studied a foreign language must do such study in order to graduate. Domestic students must do the internship in a country where the foreign language that they have studied is spoken and it may be done over two summers if necessary. Non-US students who speak another global language besides English may do their internship either locally or overseas.

Global Media and Communication Studies Master of Arts Degree

Chair: Dr. Yanmin Yu
Carlson Hall 232
Telephone: (203) 576-4966
Fax: (203) 576-4967
Email: yanmin@bridgeport.edu

The Master of Arts in Global Media and Communication Studies is designed so that students develop and demonstrate competency in the following areas:

- Demonstrate an ability to function as an effective communicator, writer, and spokesperson
- Demonstrate an understanding of the different media systems in the world and patterns of communication
- Demonstrate abilities and skills to communicate across cultures and nations
- Demonstrate an ability to use media and communication skills to address conflicts and misunderstandings
- Demonstrate an understanding of the legal and ethical issues in media communication
- Demonstrate abilities and skills in gathering, writing, and reporting news in foreign countries
- Develop abilities to create effective media content
- Develop abilities to assess, use, and interpret information
- Develop basic knowledge of at least one world language other than English.

The Master of Arts in Global Media and Communication Studies offers two potential tracks and students choose one based on interests and skills:

**GLOBAL COMMUNICATION TRACK**

Students who elect this concentration will normally pursue a career in public diplomacy either (strike either) as a communications specialist either with a government, a government agency, an intergovernmental agency or a non-governmental agency or with a transnational corporation.

**NEW MEDIA TRACK**

Students choosing this track will normally work as webmasters, web designers or specialists for government-related agencies or in the corporate world.

### Course of Study

Sample Curriculum Sequence:

#### SEMESTER I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 501</td>
<td>Graduate Seminar in Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 511</td>
<td>Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td><strong>Global Communication Track (Choose One of Following)</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>GMCS 535</td>
<td>International Advertising and Public Relations</td>
<td></td>
</tr>
<tr>
<td>GMCS 543</td>
<td>Communication and National Development</td>
<td></td>
</tr>
</tbody>
</table>

#### SEMESTER II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 529</td>
<td>Advanced Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 557</td>
<td>Global Communication and Mass Media</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SEMESTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 590</td>
<td>Media Communication Law</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SEMESTER IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 535</td>
<td>International Advertising and Public Relations</td>
<td></td>
</tr>
<tr>
<td>GMCS 543</td>
<td>Communication and National Development</td>
<td></td>
</tr>
<tr>
<td>GMCS 557</td>
<td>News Media and International Journalism</td>
<td></td>
</tr>
<tr>
<td>GLDP 522</td>
<td>International Conflict and Negotiation</td>
<td></td>
</tr>
</tbody>
</table>

*One additional course outside the Global Communication Track

*One additional course outside the Global Communication Track

*One additional course outside the New Media Communication Track

*One additional course outside the New Media Communication Track
New Media Communication Track
(Choose Two of the Following)  6
GMCS 543  Communication and National Development
GMCS 555  Media Business and Management
GMCS 552  Advanced Web Publishing and Design
GMCS 572  Advanced Multimedia
Collaborative Design Studio I
Collaborative Design Studio II
Design Management I
Design Management II
*One additional course outside the New Media communication Track

SEMESTER V __________________________
GMCS 598  Tutorial 3
GMCS 599  Internship 3

ENGLISH LANGUAGE REQUIREMENT
For applicants whose native language is not English, a minimum score of 213 (computer) or 550 (paper) on the TOEFL (Test of English as a Foreign Language) is required. Exception to these requirements will be considered on a case-by-case basis in consultation with the Director of the University’s English Language Institute and following completion of an oral and written English exam that is administered by the English Language Institute. Students with demonstrated difficulty communicating in English may be required to take an advanced ELI course even if they have earned between 213/550 and 250/600 TOEFL scores.

MINIMUM GRADE POINT AVERAGE REQUIREMENT
Candidates for the Masters of Arts in Global Media and Communication Studies are required to maintain a minimum semester grade point average of 3.0 to remain in good academic standing. The Master’s degree may only be conferred upon a student who has the minimum required average of a 3.0 at the conclusion of the student’s studies. To receive credit for the completion of one of the tracks, a minimum of a “B” must be received in each course within the concentration.

Students failing to maintain minimum academic standards will be placed on academic probation at the end of the first semester in which they do not maintain a semester or overall GPA of at least 3.0 or earn a C- or lower grade in any class. If the student fails to raise his overall GPA above a 3.0 by the end of the semester following being placed on academic probation, fails again to earn at least a 3.0 semester GPA or again earns a C- or lower grade in any class, she or he will be separated from the GLDP program.

A student separated from the program may apply for readmission to the program following a minimum of one semester of not participating in the program.

Curriculum

CORE CURRICULUM (REQUIRED FOR BOTH PROGRAM TRACKS):
GLDP/GMCS 501 Research Methods 3
GMCS 529 Advanced Intercultural Communication 3
GMCS 511 Communication Theories 3
GMCS 537 Global Communication and Mass Media 3
GMCS 590 Media Communication Law and Legal Issues 3
GMCS 591 Internship 3
GMCS 598 Tutorial 3
GMCS 599 Thesis or Project Demonstrating Excellence (PDE) 3

REQUIRED COURSES FOR TRACK OPTIONS (TAKE GMCS 543 AND TWO ADDITIONAL COURSES)

Requirements for Track A: Global Communication Track:
GMCS 555 News Media and International Journalism 3
GMCS/GLDP 543 Communication and National Development 3
GMCS 557 Political Communication and Public Diplomacy 3
GMCS 535 International Advertising and Public Relations 3
GLDP 522 International Conflict and Negotiation 3

Requirements for Track B: New Media Communication Track:
(Take GMCS 546 and two additional courses)
GMCS 518 Traditional Media and New Media 3
GMCS 552 Advanced Web Publishing and Design II 3
GMCS 572 Advanced Digital Video Creation II 3
GMCS 546 Social Media, Business and Society 3
GMCS/GLDP 543 Communication and National Development 3

Free elective 3

Total Semester Hours 36
**Health Sciences** Doctor of Health Sciences

**Director:** Albert Grazia, Ph.D.
C. Dana Hall Room 142
Email: agrazia@bridgeport.edu

**Program Overview**

The Doctor of Health Sciences (D.H.Sc.) is a terminal academic degree program that can be described as a combination of the Doctor of Science (D.Sc.) and the Doctor of Public Health (DPH) degrees. The goal is to provide a solid foundation in the health sciences while developing skills in research design and analysis, best-practices in clinical care and education. It is envisioned to contribute significantly to the personal and professional growth of healthcare professionals and educators. This program offers students with master’s degrees the opportunity for continuing academic training and advancement in their fields. There are currently two areas of concentration: health care clinician and education. The Doctor of Health Sciences is an academic degree and not a clinical healthcare degree, but one which prepares healthcare professionals with tools of administration and scholarship. The goals are to enable health professionals to become better clinicians, teach in colleges and universities, or become health care administrators. For those interested in research, this program provides the foundation for both qualitative and quantitative research as core values in the educational process.

**Concentration Areas**

This D.H.Sc. program is currently designed with two tracks:
1) Health care clinician track
2) Education track.

Students will have the option of taking courses from both tracks, as electives.

This program has the potential to grow and add new tracks as demands and needs arise in the future.

**Admission Requirements**

Master’s degree from a regionally accredited institution with a graduate cumulative grade point average of 3.0 or higher, or a First Professional Doctorate from a regionally accredited institution and professionally accredited program of study (Where appropriate).

Health care experience, professional credentials, licensure in a health related field or experience teaching in higher education is preferred. Applicants without health care or teaching experience will be evaluated on their potential for success such as significant leadership in education and the clinical environment.

**Outcomes of the Program**

- Become leaders with the skills and knowledge to initiate changes in healthcare environments
- Have the ability to analyze and influence public policy related to healthcare services
- Possess the skills necessary to effectively utilize evidence to support best practice clinical decisions
- Have the knowledge to integrate evidence-informed complementary medicine modalities into care delivery
- Have the ability to use research to solve problems and make ethical decisions in healthcare settings.
- Effectively serve as consultants to patients, clients, community organizations, and professional colleagues
- Generate more professors with improved higher education pedagogy

**INSTRUCTIONAL FORMAT**

This 61 credit degree program will be on a three term per year schedule and a cohort will be accepted for the beginning of each of the three terms: fall, spring and summer. All of the course work can be completed online, except for a one week on campus residency. Along with the online course work, students are also required to complete a dissertation. Taking two courses per term, students should be able to complete the program in about 40 months.

**DISSERTATION**

Each student will be assigned a faculty advisor prior to beginning their dissertation project. Students will complete a three-course dissertation sequence that is designed to assist the student with the doctoral dissertation project. The aim of this sequence of courses is to ensure that each student is making progress toward the desired endpoint. To complete the degree, students must complete the required dissertation sequence including submitting the dissertation which must be accepted by a dissertation committee.

The dissertation topic can be an area of interest selected by you, with the approved of your adviser. Students will be working with their adviser and receive guidance throughout the dissertation process. The dissertation for the D.H.Sc. degree does not necessarily have to involve original research, but for example, can be a research paper, literature review, meta-analysis or a systematic review. There is no formal oral defense, however, the dissertation must be approved by the committee members.

The dissertation committee shall consist of a minimum of three qualified faculty members. At least two members of the committee shall be from the University of Bridgeport. All committee members must possess a terminal degree and should have some expertise in the area. The student will work closely with their committee chair, who will primarily be responsible for supervising the student’s work and guiding the student’s progress. The committee members will be responsible for periodically reviewing the student’s progress and providing timely feedback. The responsibility of the entire committee is to examine the dissertation and meet to make a final determination concerning its acceptability. The decision of the dissertation committee will be pass or fail. Students will have the opportunity to present their dissertation during the one week on campus seminar.

**COURSE REQUIREMENTS (61 Credits)**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 710</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 715</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 720</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 725</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 750</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 755</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Clinical Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 840</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 845</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 850</td>
<td>(3)</td>
</tr>
<tr>
<td>HSCI 855</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Introduction to the U.S. Health Care System**

**Research Methods for the Health Sciences**

**Global Health Issues**

**Fundamentals of Clinical Trials**

**Healthcare Informatics**

**Data Analysis and Interpretation**

**Advanced Disease Processes and Treatment**

**Lifestyle and Health Issues**

**Health Promotion and Disease Prevention**

**Integrative and Complementary Medicine**
Health Sciences Doctor of Health Sciences

Education Concentration
HSCI 848 (3 Credits) Teaching in the Health Professions
HSCI 849 (3 Credits) Educational Assessment
HSCI 858 (3 Credits) Curriculum and Syllabus Development in Higher Education
HSCI 859 (3 Credits) Pedagogy and Teaching Strategies for College Instructors

Elective Courses
HSCI 860 (3 Credits) Evidence-Based Practice
HSCI 865 (3 Credits) Principles of Health Policy and Management
HSCI 870 (3 Credits) Principles of Environmental Toxicology
HSCI 875 (3 Credits) Infectious Diseases
HSCI 888 (3 Credits) Medical Toxicology
HSCI 889 (3 Credits) Comparative Health Systems

Dissertation Courses
HSCI 890 (3 Credits) Dissertation Seminar
HSCI 891 (3 Credits) Dissertation I
HSCI 892 (3 Credits) Dissertation II
HSCI 895 (4 Credits) On Campus Seminar

Completion of Doctoral Degree
The doctoral degree must be completed within seven years of the date from which the student started coursework in the doctoral program. In exceptional cases, the department may recommend that the Dean grant an extension of this limit.
Mechanical Engineering  Master of Science Degree

Chair: Junling Hu  
Engineering Technology Building  
Telephone: (203) 576-4575  
Fax: (203) 576-4750  
Email: jhu@bridgeport.edu

This degree program prepares the student for a successful career through advanced study in design, development, analysis, manufacturing, and maintenance of mechanical systems for a wide range of industries, including transportation, automation, medical, energy generation, electronics, and sports. The program combines core mechanical engineering courses with technical electives that enables the student to increase his/her knowledge and competence in essential skills for Mechanical Engineering while affording sufficient freedom to provide in-depth study in both traditional and contemporary curriculum areas and explore emerging interdisciplinary areas. The department provides the flexibility to allow the student to select his/her own specialty from the technical areas below:

1. General Mechanical Engineering  
2. Biomechanical Engineering  
3. Design Engineering  
4. Manufacturing Engineering and Management  
5. Mechanics and Materials  
6. Mechatronics and Automation  
7. Micro and Nano Engineering  
8. Aerospace Engineering  
9. Thermal Fluid System and Sustainable Energy

The student can design an individualized program of study with the help and approval of his/her faculty advisor if the academic and career goals extend beyond the available technical areas.

Learning Outcomes Students will:

1. demonstrate the ability to design or analyze a system, component or process to meet desired objectives within realistic, contemporary constraints such as health and safety, ethics, performance, sustainability and economics;
2. demonstrate the ability to use the techniques, skills, and modern engineering and scientific tools necessary for engineering practice;
3. demonstrate the ability to create, adapt, transfer and integrate existing and emerging technologies into new products, processes and services;
4. develop decision making, risk assessment and problem solving skills considering both economic and other constraints; and
5. develop both technical and management oral presentation and written communication skills.

Admission Requirements

The Master of Science degree in Mechanical Engineering is intended to prepare individuals with a strong mathematical, scientific, or technical background for entry into theMechanical Engineering field at an advanced level and for further study leading to the doctorate. Admission to the program requires a Bachelor's degree in Mechanical Engineering or other related engineering degree. Students with superior credentials in other engineering or science programs can be accepted into the program if they have taken sufficient mathematics and physics courses, including calculus, differential equations, and two semesters of course work of general physics. Additional courses may be required to make up deficiencies in core Mechanical Engineering areas. Applicants are expected to have an average of B or better in their undergraduate coursework.

In addition, the department also offers the opportunity to acquire dual graduate degrees along with the M.S. degree in Mechanical Engineering. Candidates for these dual Masters degree programs are typically required to complete a total of 48 credit hours to satisfy the requirements of two Masters degrees. This implies 18 credit hours in addition to the 30 hours required for the M.S. degree in Mechanical Engineering.

Please refer to the Graduate Studies Division catalogue pages for detailed information on Dual Graduate Degree programs. Furthermore, customized study plans to allow receiving the Mechanical Engineering M.S. degree while pursuing either the Ph.D. degree in Computer Science and Engineering or the Ed.D. degree in Education are available. Doctoral students in these two programs should consult their respective doctoral advisors to work on their individualized plans. Further details on the dual M.S. in Mechanical Engineering degree programs are available in the catalog section on the Graduate Studies Division.

Course Requirements

A minimum of 31 semester hours is required for the MSME degree. The program combines core mechanical engineering courses with technical electives. The student is recommended to choose at least 3 electives for in-depth study in one technical area and use the rest electives for exploration in a broader technical area.

- 3 courses (9 credit hours) from the Mechanical Engineering core courses
  - MEEG 410 Advanced Fluid Dynamics  
  - MEEG 451 Advanced Strength Analysis  
  - MEEG 452 Advanced Vibrations  
  - MEEG 453 Finite Element Methods  
  - MEEG 454 Advanced Dynamics  
  - MEEG 462 Applied Thermodynamics  
  - MEEG 463 Advanced Heat Transfer  
  - Math 410 Advanced Engineering Analysis
- 3 courses (9 credit hours) from one technical area
- MEEG 597 Masters project (3 credit hours) or MEEG 598 Masters thesis (6 credit hours)
- 2-3 elective courses (6-9 credit hours)
- ENGR 400 Engineering Colloquium (1 credit hour)

As a general guideline, only one course outside of Mechanical Engineering is allowed toward the MSME degree. However, another out-of-department course can be taken if it is required for the chosen technical area and has the approval of both the advisor and chairman.

The following is a brief introduction of the technical areas supported by the department.

General Mechanical Engineering

The General Mechanical Engineering area prepares students for a broad range of career choices in the field of mechanical engineering and for their further Ph.D. study.

Aerospace Engineering

The Aerospace Engineering area focuses on the design, manufacturing, innovation, performance and safety of aircraft and space craft.

Biomechanical Engineering

The Biomechanical Engineering area studies the application of mechanical engineering principles to the conception, design, development, analysis and operation of biome-
Mechanical Engineering Master of Science Degree

Mechanical systems. Coursework includes biomaterials, biotransport, biomechanics and biomedical instrument design.

Design Engineering
The Design Engineering area focuses on product/machinery design and application in a variety of industries, such as the design and development of green (solar) energy system, biomedical instrumentation, automobile components and systems, automation, and different products.

Manufacturing Engineering and Management
The Manufacturing Engineering and Management area provides advanced study in manufacturing. The program of study includes advanced materials and manufacturing processes, assembly and product engineering, automation in manufacturing, and manufacturing competitiveness. This prepares students with state-of-the-art knowledge, hands on experience and competency in world-class manufacturing environments. Course work emphasizes global corporate and business practices, and Manufacturing Shop Floor environments.

Mechanics and Materials
The Mechanics and Materials area provides understanding of engineering materials and structures and their mechanical response and failure behavior with advanced theories, analysis methods, and modeling and simulation tools. It helps the student develop modeling and simulation skills needed to understand and enhance the thermo-mechanical behavior of engineering devices and systems.

Mechatronics and Automation
The Mechatronics and Automation area studies the applications of mechatronics in manufacturing and other industrial automation, including sensors, microprocessors, programmable logic controllers and robotics.

Micro and Nano Engineering
The Micro and Nano engineering area studies the micro- and nanotechnology in the mechanical systems, including the design, fabrication, packaging and modeling of microelectromechanical systems (MEMS), nano materials analysis and fabrication, fluidics, heat transfer and energy conversion at micro- and nanoscales.

Thermal Fluid Systems and Sustainable Energy
The Thermal Fluid System and Sustainable Energy area provides advanced study in thermal fluid systems and sustainable energy. Courses include heating, ventilation and air conditioning (HVAC); aerodynamics and hydrodynamics of sports and vehicles; transport phenomena (heat and mass transfer and fluid flow) in manufacturing processes and medical devices; thermal management of electronics; thermal fluids system design; solar energy applications and fuel cells.
Technology Management  Master of Science Degree

Chair: Gad Selig
Schools of Business and Engineering
Mandeville Hall – Room 302
230 Park Avenue
Telephone: (203) 576-4870
Email: gadselig@bridgeport.edu

The Master’s Program in Technology Management (TM) is designed to prepare you for the fast-moving global economy where the ability to manage advances in management, engineering, science and technology is critical to innovation, competition and success. We develop leaders adept at managing technology-dependent organizations, emerging technology-based entrepreneurial businesses, technology change and innovation, and skills in establishing and maintaining superior competitive advantages for their organizations.

The Master’s program is an innovation inter-disciplinary graduate program that enables you to seamlessly and easily integrate courses and concentrations offered by various departments at UB. Our graduates have obtained positions in engineering, technology, management and other professional careers in a wide spectrum of industries and organizations. As an integral part of the M.S. in TM, we give you the opportunity to specialize in a number of exciting concentrations after you complete specific core courses. Thus preparing you for select highly sought after careers in a wide spectrum of industries and organizations.

The MS in Technology Management program is accredited by the International Association for Management of Technology (IAMOT).

Our school has a strong internship program which allows students to work for outside companies while completing their degree. We also have on-campus jobs both within and outside the TM department.

Learning Outcomes

The UB Technology Management Program is specifically designed to develop skills and competencies such as:

1. Identifying and evaluating the impact of relevant changing technology and managing those changes.
2. Designing programs to identify, develop and implement innovative technological based solutions.
3. Managing the effective planning and execution of those technology based initiatives and the integration of their results into the mainstream of an enterprises’ strategy, processes and operations.
4. The application of technology to create wealth.
5. Leadership, the creation and sustenance of high-performance global teams and enabling innovation.

The Department offers, as an integral part of the Technology Management Masters Degree, the opportunity to specialize in a number of concentrations, which are inter-disciplinary and available through various departments to provide more educational and career choices and flexibility for the students:

- Global Program and Project Management
- Manufacturing Management
- Supply, Logistics and Service Management
- Quality Management & Continuous Improvement
- Bio-Technology Management
- Information Technology & Analytics Management
- New Product Development, Management & Commercialization

Course Requirements

A. A total of 34 semester hours is required in an approved program of study for the M.S. in Technology Management.

B. Completion of the following core courses (18 credit hours):
- TCMG 400  Marketing, Entrepreneurship and Innovation Issues & Practices in Management
- TCMG 495  Technical Writing in Communications and Research in Engr & Tech Mgmt
- TCMG 524  Statistical Quality Control Techniques
- MGMT 555  or MGMT 723  Global Program & Project Management
- MGMT 523  or MGMT 723  Leadership, Teams and Managing Change
- TCMG 525  Finance and Accounting for Managers

C. Completion of TCMG 595 Capstone or TCMG 597 Master's Project or TCMG 598 Master's Thesis (3 credit hours):
- TCMG 595 is a Capstone/Project course designed to integrate concepts taught throughout the program and requires the development of a Business Plan as one of the course requirements.
- Students may alternately complete a thesis or master’s project.

D. Completion of ENGR 400 (1 credit)

E. Elective Courses (12 credit hours)
- Students must take four elective courses (12 credit hours). These electives may be selected from any of the concentration areas listed above, in consultation with the program academic advisor. A list and description of the courses available in each concentration is available in the catalog section on course descriptions.

The concentration areas can be applied to satisfy the requirements of dual Masters degree programs of study.

Other Technology Management project courses:
- TCMG 500  Graduate Co-Op/Internship in Technology Management (1-3 credit hours)
- TCMG 597  Master's Project (3 credit hours)
- TCMG 597C  Masters Project Extension (1 credit hour)
- TCMG 598  Thesis in Technology Management (3-6 credit hours)
- TCMG 599  Independent Study in Technology Management (3 credit hours)

As a pre-requisite for the program, all students are expected to have a demonstrated familiarity with statistical analysis. Any remedial course taken to meet this requirement will not be considered as an elective. Students are also expected to demonstrate basic computing skills.

Since July 2004, the Department of Technology Management has been offering these courses for the M.S. degree program in Technology Management through distance learning. For more information please contact the department or visit: http://www.bridgeport.edu/ub/dlearning/
Computer Science and Engineering Ph.D. Program

Program Director: Prof. Khaled Elleithy
Engineering Technology Building
Telephone: (203) 576-4703
Fax: (203) 576-4765
Email: elleithy@bridgeport.edu

The Ph.D. degree is a certification of critical aptitude in scholarship, imagination, knowledge in the discipline, enterprise in research, and proficiency and style in communication. A candidate obtaining a Ph.D. degree must display a thorough understanding in the major areas of computer science and engineering and must master the necessary tools and techniques so as to be able to make original contributions to the field of computer science and engineering. An equally important aspect is that of proficiency in oral and written communication skills.

The requirements of the Ph.D. program are: successful completion of preliminary examinations and courses, and satisfactory performance in written comprehensive and oral examinations, admission to Ph.D. candidacy, successful completion and defense of original work documented as a dissertation, and the satisfaction of additional requirements such as teaching and seminars.

The formal degree to be offered is the Doctor of Philosophy in Computer Science and Engineering. This will be awarded to candidates who complete all the requirements of the Ph.D. degree described later in this section.

Admission Requirements

Students admitted to the Ph.D. program should have a master degree in computer science or computer engineering or a closely related discipline with at least a 3.5 GPA. A score of at least 500 on the verbal section, and 165 is required in the quantitative section of the GRE scores. Conditional admission to the Ph.D. program is not available. International students with a master’s degree in computer science or computer engineering are also required to have a TOEFL IBT score of at least 80 or a minimum IELTS score of 6.5.

Learning Outcomes

A graduate scholar from the Ph.D. program in the School of Engineering will: 1) use advanced mathematical proof methodologies in computer science and engineering; 2) demonstrate a robust and in-depth background in hardware and software issues in computer science and computer engineering; 3) possess a strong background in implementing software systems and/or hardware systems; 4) possess a strong background in designing diverse and integrated software/hardware systems solutions; and 5) critically analyze problems and thoroughly evaluate potential benefits of alternative solution in designing software and/or hardware systems.

Program Requirements

A. Academic Requirements:

1. Eight (3-credit hours) courses at the 500 or 600 level, in the discipline, excluding independent studies. In addition, two (3-credit hours) courses at the five-hundred or six-hundred level from the Technology Management Department are required to satisfy the Information Technology Globalization Track requirement. Only courses with at least B grade can be counted towards satisfying the course requirements.

2. A two-semester teaching practice requirement (3 credit hours each), for which students are to register with no fees. The students will be expected to teach lower undergraduate level classes, and/or assist professors as teaching assistants (i.e., perform a significant teaching role), thus giving Ph.D. graduates experience for an academic teaching career.

3. At least 15 semester hours of dissertation research, culminating in a dissertation proposal defense and dissertation defense.


5. Publication of at least two journal papers, or one journal paper and two refereed conference papers, within the course of the Ph.D. topic research. These publications are not required to be single-authored by the student and they might be co-authored with members of the dissertation committee. The journals and conferences are expected to meet quality metrics established by the Department of Computer Science and Engineering.

B. Time and Load Guidelines:

Both full and part-time students are encouraged to apply for the Ph.D. degree, which should be completed within a maximum of seven calendar years. A Ph.D. student (part-time or full-time) is expected to devote the necessary time to courses and research to make satisfactory progress toward the degree. Satisfactory progress includes active participation in the research and teaching environment of the School of Engineering. The student advisor and dissertation committee should advise the student as to her/his progress in the program. Full-time students are required to register for at least 9 credit hours each semester while part-time students are required to register for at least 6 credit hours per academic year (spring and fall semesters).

C. Course Work:

A Ph.D. candidate must complete at least 30 credit hours of course work, not including the dissertation, beyond the MSc. degree. Upper level undergraduate remedial courses cannot be used to fulfill the course work requirement.

D. Course Grade Point Average:

A Ph.D. student is expected to maintain a G.P.A. of 3.0 or more. If the G.P.A. falls below 3.0, the student is automatically placed on probation. Continued probationary status for two semesters may lead to dismissal of the candidate from the program. No grade less than B is acceptable towards the course work requirement.

E. Seminar Requirement:

A Ph.D. student is expected to present her/his research findings in public seminars. S/he is also expected to interact and participate in professional discussions and meetings such as conferences and workshops. To fulfill these requirements, a Ph.D. student is expected to present one seminar before the dissertation defense. The seminar of his/her research topic for the dissertation serves as the oral (proposal defense) part of the comprehensive exam. The Ph.D. Director awards a Pass/Fail grade after consultation with the Ph.D. director student’s dissertation advisor. The student is required to register for one seminar course.

F. Core Courses:

Ph.D. candidates are required to finish a set of 4 courses out of a list of 7 core courses. The Department of Computer Science and Engineering publishes a list of core courses every two years. The list is available through the Ph.D. Program Director. For the academic year, 2017 – 2018,
the list of core courses include CPSC 606 Quantum Computing, CPEG 585 Computer Vision, CPEG 560 Advanced Robotics, CPSC 590 Parallel Processing, CPEG 562 Cryptography and Cryptanalysis, CPEG 547 Field Programmable Gate Arrays and CPSC 552 Data Mining.

G. Comprehensive Examination:
One of the major checkpoints in the Ph.D. program that assesses the breadth and depth of the student is the written and oral (proposal defense) comprehensive examination. Passing the Written Comprehensive Examination is granted when the student achieves at least a 3.5 GPA in the 4 core courses with at least B grade in each course.

The seminar requirement represents the oral (proposal defense) section of the exam. The outcome of this examination will be of fail or pass. A student can retake this examination no more than once. A student who does not pass the comprehensive examination in two attempts will be dismissed from the program.

H. Dissertation Committee:
After selecting a dissertation advisor, the student is required to define a problem of merit, carry out a literature search and prepare a course of action to solve the selected problem. The candidate is expected to produce a dissertation proposal. The dissertation advisor in consultation with the Ph.D. program Director, recommends a dissertation committee for the student. The dissertation committee includes at least three members in addition to the dissertation advisor. At least four members of the dissertation committee must be from a professorial rank within the school. Additionally, an external examiner is appointed as well. It is expected that the dissertation Supervisor and at least 50% of the committee membership has to be from professorial ranks of the Computer Science and Engineering Department. The external examiner is one whom has been distinguished in the field of computer science and engineering. s/he might not hold a professorial rank. Ph.D. Program Director and the Dean of the School of Engineering must then approve the dissertation committee.

I. Admission to Candidacy:
When a student passes the written comprehensive examination, s/he will be admitted to Ph.D. candidacy. This serves as another significant milestone in progress towards the Ph.D. degree.

I. Residency Requirement:
The Ph.D. program is an on-campus program that has a two years residency requirement. Residency can be demonstrated by taking on-campus classes, satisfying the teaching requirement, and attending seminars and meetings in the School of Engineering.

J. Dissertation:
The student is expected to work on the accepted topic and come up with original results. S/he has to report the results in the form of a Ph.D. dissertation. The student is encouraged to document the intermediate results in the form of technical reports. S/he is also encouraged to publish these results as they are discovered, in the international professional literature, i.e., refereed conference proceedings and journals. Proof of good work is the acceptance of the results by reputed journals. Intermediate results can also be discussed in departmental seminars. The completed dissertation must be distributed to the dissertation committee members at least two weeks before the dissertation defense. The committee will read it and certify that the dissertation is a work of substantial merit and that it can be defended. It is the responsibility of the student that the final draft of the dissertation addresses all legitimate concerns of the committee members.

K. Dissertation Defense Examination:
After having secured approval from the dissertation committee members regarding the worthiness of the dissertation, a student will proceed with a request for the dissertation defense examination. The chairman of the dissertation committee will chair the examination. The student will schedule a convenient time for a public defense. It is the responsibility of the student to find a time that is suitable to all the members of the dissertation committee, at least two weeks before the defense. At the end of the defense, the decision of the dissertation committee will be pass or fail. It is the responsibility of the dissertation advisor to see that the comments and the criticism of the audience are addressed adequately in the final version of the dissertation. Based on the recommendation of the dissertation committee, the Ph.D. Director, and the Departmental Chairman, the Dean of the School of Engineering will recommend the Ph.D. degree subject to the satisfaction of all other formal requirements.

CONCENTRATION AREAS
The following is a list of Research / Concentration Areas under the Ph.D. Program.

1. Computer architecture and VLSI and FPGA
2. Design, modeling, and simulation of embedded and integrated systems and device applications
3. Electromechanical systems prototyping and optimization
4. Robotics, automation, machine perception and sensing
5. Software engineering, Web development, and computational sciences
6. Systems and computer security and biometrics
7. Mobile communications, cloud computing, Internet of Things and networking.

SUMMARY OF MILESTONES
A summary of steps, not necessarily ordered, through which a student will proceed is as follows:

1. Admission to the Ph.D. program in computer science and engineering.
2. Completing prerequisites.
3. Completing the course work requirement for the Ph.D.
4. Passing the requirements written comprehensive examination.
5. Admission to ‘Candidacy.’
7. Writing a dissertation proposal.
8. Completion of the seminar requirement and working on the proposed research topic.
10. Approval of the dissertation by the dissertation committee.
11. Successful completion of the dissertation defense.
12. Submission of the dissertation to the School of Engineering.
Technology Management Ph.D. Program

Program Director: Elif Kongar
221 University Avenue
Technology Building
Telephone: (203) 576-4379
Fax: (203) 576-4750
Email: kongar@bridgeport.edu

Program Overview

The Ph.D. in Technology Management (TM) program is designed to meet an emerging industry and academic need by offering a quality doctoral program to both part-time and full-time students in two inter-related areas: 1) new technology venture creation (e.g. entrepreneurship and corporate venturing), and 2) select current and emerging technologies. The program will encompass an integrated multidisciplinary technology and management approach.

The Ph.D.-TM program is specifically designed to develop interdisciplinary skills and competencies in research and management of technology-dependent enterprises, technology-based entrepreneurship and new product, service and venture creation. While the Ph.D.-TM program is housed in the School of Engineering, the Ph.D. degree facilitates and encourages interdisciplinary studies across the School of Engineering and the School of Business and utilizes their complementary research facilities, faculty and lab resources.

The Ph.D. degree is a certification of critical aptitude in scholarship, creativity, knowledge in the discipline, enterprise in research, and proficiency and style in communication. A candidate obtaining a Ph.D. degree must display a thorough understanding in the major areas of Technology Management and master the necessary tools and techniques so as to be able to make original contributions to the field of Technology Management. An equally important aspect is that of proficiency in oral and written communication skills.

The requirements of the Ph.D. program are successful completion of preliminary examinations and courses, satisfactory performance in the written comprehensive and oral (proposa defense) examinations, admission to Ph.D. candidacy, successful completion and defense of original work documented as a dissertation, and the satisfaction of additional requirements such as teaching courses, seminars and publications.

The formal degree to be offered is the Doctor of Philosophy in Technology Management. This will be awarded to candidates who complete all the requirements of the Ph.D. degree described later in this section.

Ph.D. in Technology Management Program-Level Learning Objectives

The Ph.D. in Technology Management Program goals are in line with the mission statement of the School of Engineering of the University of Bridgeport. In this regard, the Ph.D. program is designed to provide comprehensive education and research opportunities to a diverse student population consisting of highly qualified and competent students, scholars, industry professionals and researchers in engineering, sciences, and the application and management of technology. The program aims at preparing these highly credentialed individuals for leadership and technology positions in industry, government, and academia with significant contribution to the profession and community locally, nationally, and globally. The program offers an application oriented interdisciplinary curricula to provide a distinctive education in fundamental and emerging disciplines through its faculty and institutional partners while ensuring that the graduates possess creative, innovative, and analytical skills with a strong commitment to research and technical excellence, ethical conduct, and cultural, societal, and global well-being.

PROGRAM GOALS:

• To prepare highly qualified and competent Ph.D. level scholars, industry professionals and researchers in the advance and interdisciplinary field of Technology Management.

• To prepare Ph.D. level scholars, industry professionals and researchers who are able to conduct research and develop strategies and plans to identify, develop and implement innovative technological based solutions while championing and sustaining innovation initiatives and environments.

• To prepare Ph.D. level scholars, industry professionals and researchers who are able to manage the application of technology to create wealth and economic development as in successful entrepreneurship and/or intrapreneurship or corporate venturing initiatives.

• To develop future leader and managers in technology or technology dependent organizations that are able to lead and motivate high-performance and diversified global teams.

OUTCOMES ASSESSMENT:

There are two types of outcomes that need to be monitored: Institutional Outcomes and Student Outcomes.

STUDENT OUTCOMES:

1. Familiarity with principles of new venture creation, entrepreneurship, corporate venturing, innovation, and related issues including management, finance, legal issues, new product development, and product commercialization.

2. Familiarity with advanced concepts of methodologies in technology management.

3. Possessing a strong background in one or more engineering and technology area offered in the Ph.D. program.

4. Possessing a strong background in implementing new technology based businesses and ventures.

5. Being able to critically analyze problems and evaluate the benefits of alternative solutions in new technology-based international opportunities and corporate ventures.

6. Being able to work in a development team to address specific issues and problems.

7. Being able to interact and communicate both verbally and in writing with people whose expertise is in different domains and who are located across the globe.

8. Being able to effectively teach in a higher education institution.

9. Being able to write quality research papers for inclusion in prominent journals, and research proposals for submission to funding agencies.

10. Being prepared to become a future leader, professional, academic and researcher with interdisciplinary skills, to join the faculty of leading academic institutions or take high level research, consulting and management positions in industry,
non-profit organizations, government or start their own ventures.

**Admission Requirements**

The Ph.D. in Technology Management program is an advanced level program. Students are expected to demonstrate an understanding of fundamental concepts in management and technology gained through appropriate undergraduate and graduate (master) education. Students who are accepted into the Ph.D. program but lack some of those fundamental concepts will be required to remedy their deficiencies through completing satisfactory undergraduate or graduate courses (without graduate credit).

Students admitted to the Ph.D. program should have a business or management degree as well as an engineering, computer science or technology degree. To be more specific, a student should have either an (1) undergraduate Engineering or Technology (STEM* category) and an MBA or MS in Technology Management or Engineering Management or Management of Technology or equivalent degree; or (2) an undergraduate Business or Management or TM or MOT or equivalent and a Master's degree in Engineering, Technology or STEM category, with at least a 3.3 GPA. Three+ years of industry experience or equivalent is desired. Students admitted from non-English speaking countries, having a Masters degree in engineering and an undergraduate in business or vice-versa will also be required to have a TOEFL score of at least 550 or equivalent (IBT = 80, IELTS = 6.5). The GRE exam is required for admission. Students with an undergraduate and graduate degree in engineering or a STEM category, with three or more years of business experience, may also be accepted into the Ph.D. program. The applicant must submit two letters of reference and a personal statement (containing such information as background, motivation for pursuing the Ph.D. in TM areas and suggested topics for potential dissertation research, etc.)

Interested students in the Ph.D. program without a master's degree must apply and may be admitted into a master's program first, and then upon satisfactorily completing the master's degree, they would be eligible to apply for the Ph.D. program. This route assumes an appropriate Bachelor's degree (see above).

*STEM = Science, Technology, Engineering or Math; MOT= Management of Technology.

Please refer to both the General Admissions Information and the Ph.D. TM for detailed requirements. (http://www.bridgeport.edu/admissions and http://www.bridgeport.edu/Phd-TM)

**Academic Requirements**

The requirements for Ph.D. in TM students include the following:

The Ph.D. in TM is an interdisciplinary degree for which all Ph.D. students must take a common core of five (5) required courses and choose from elective courses from Area 1 (New Technology Venture Creation) and Area 2 (Current and Emerging Technologies – Technology Specializations). Each student can choose elective courses from study options (see below and Appendix 1). A list and short description of core and elective courses by specialization is provided in Appendix 2.

1. Focus on Area 1 – New Technology Venture Creation (e.g. Entrepreneurship and Corporate Venturing): Number of courses to be taken in Area 1 is three courses each from Area 1 and two courses each from Area 2 (in one of the Technology Specializations).

2. Focus on Area 2 – Current and Emerging Technologies – (Technology Specializations) Number of courses to be taken in Area 2 is four from Area 2 from one of the following Technology Specialization areas and one from Area 1. The Technology Specialization areas focus on one of the following:

   - Bio-Tech and Bio-Medical Technology, Systems and Processes
   - Information Analytics, Technology and Decision Support Systems
   - Manufacturing, Supply Chain and Logistics Technology, Systems and Processes

3. Combination of Areas 1 and 2 – Number of courses to be taken is two each from Area 1 and three each from Area 2. In Area 2, the students must pick courses from one Technology Specialization area for depth coverage.

**TIME AND LOAD GUIDELINES**

The program will admit both full and part-time students. For all students, the program must be completed within a maximum of seven calendar years. If a student requires more than seven years, he/she must file a letter of appeal requesting a time extension to the Dean of the SOE and the Ph.D. program coordinator. A Ph.D. student (part-time or full-time) is expected to devote the necessary time to courses and research in order to make satisfactory progress toward the degree. Satisfactory progress includes active personal participation in the research and teaching environment of the School of Engineering. The student advisor and dissertation committee should advise the student as to his/her progress in the program. Full time students are required to register for at least nine credit hours each semester while part-time students are required to register for at least six credit hours per academic year (spring and fall semesters).

**TIME LIMITS**

All requirements for the doctoral degree must be completed within the seven-year period (accumulating to 21 Fall, Spring, and Summer semesters) following admission to the doctoral program.

**TIME LIMIT EXTENSION REQUEST**

Under compelling circumstances beyond the student's control, a student may petition for a one-semester extension of the seven-year time limit. If the one-semester extension is recommended by the Ph.D. in Technology Management Program Director and approved by the Dean, the student has one additional semester to complete work on the dissertation. If the student fails to complete all degree requirements within the time for the student's doctoral program or within a one-semester extension approved as noted above, the student will be dismissed from the doctoral program. To complete the doctoral degree, the student must reapply for admission. Policies do not provide the option to revalidate courses completed more than six years prior to the date of admission. A readmitted student therefore would be able to apply to the new admission only those courses approved by the department and Graduate School and complete within the prior six years (accumulating to 18 Fall, Spring, and Summer semesters).

**COURSE WORK**

A Ph.D. candidate must complete at least 30 credit hours of course work, not including the dissertation, beyond the Masters degree. Upper level undergraduate remedial courses cannot be used to fulfill the coursework requirement. The Ph.D. dissertation will require a minimum of 15 credit hours to complete. Courses must be selected as follows:
Technology Management Ph.D. Program

1. Five Core Courses of three credit hours each.
2. Additional five (three credit hours each) courses in specific areas**
3. A one-semester teaching practicum requirement (no credit hours).

** COURSE GRADE POINT AVERAGE**

A Ph.D. student is expected to maintain a G.P.A. of 3.0. If the cumulative G.P.A. falls below 3.0, the student is automatically placed on probation. (Note: grades for transferred courses are not included in the calculation of the University of Bridgeport GPA). Continued probationary status for two semesters will lead to dismissal of the student from the program.

*Students admitted to the Ph.D. program should have a business or management degree as well as an engineering, computer science or technology degree. To be more specific, a student should have either: (1) An undergraduate Engineering or Technology (STEM = Science, Technology, Engineering and Mathematics category) degree and an MBA or MS in Technology Management or Engineering Management or Management of Technology (MOT) or equivalent graduate degree; or (2) an undergraduate Business or Management or TM or MOT or equivalent degree and a Master's degree in Engineering, Technology or STEM.

** Area 1 – New Technology Venture Creation and Area 2 – Select Current & Emerging Technologies (see Ph.D. Program Structure for additional requirements and areas) No grade less than C is acceptable towards course work requirements.

** PH.D. PROGRAM DIRECTOR**

The Dean of the School of Engineering will appoint a director for the doctoral program. The director supervises the implementation of the Ph.D. program. S/he is responsible for coordinating administrative functions related to the Ph.D. program including admission, marketing, appointment of advisors, and formation of dissertation committees, for each doctoral student. In addition, the director is charged with preparing and administering the preliminary and the comprehensive examinations. The director is also responsible for recommending courses for students who may not have the proper prerequisites for certain courses.

** ADVISOR**

Each Ph.D. candidate, in her/his first semester, will be assigned a program advisor by the Ph.D. program director. The advisor will develop a program of study for the student and monitor his/her progress until a dissertation committee is formed for the student. A dissertation advisor will be appointed for each student after he/she passes the comprehensive exams and perform all subsequent advising. The program advisor and dissertation advisor may be the same person or two different people. A student is required to form a dissertation committee in conjunction with the Ph.D. program director after finishing the core Ph.D. courses (and passing the candidacy examinations), so that a better understanding of the various topics and research interests in the department will, by then, have been achieved.

**COMPREHENSIVE EXAMINATION**

One of the major checkpoints in the Ph.D. program that assesses the breadth and depth of the student's academic accomplishment and progress is the candidacy examinations and oral dissertation proposal defense examination. The candidacy examinations will test the breadth and depth of knowledge in all aspects of Technology Management related to the body of knowledge required for the Ph.D. in Technology Management, including but not limited to, the core curriculum courses, and the courses in Areas 1 and 2. The candidacy examinations should be taken at the completion of all course work.

The Ph.D. Program Director will organize these candidacy examinations, which will be developed and graded by faculty. The outcome of this examination will be a fail or pass. A student can sit for this examination twice. A student who does not pass the candidacy examinations in two attempts will be dismissed from the program. A student may submit an appeal regarding the potential dismissal from the program.

**DISSERTATION COMMITTEE AND ORAL DEFENSE OF PROPOSED DISSERTATION TOPIC IN A PUBLIC SEMINAR**

After passing the required examinations and selecting a dissertation advisor (or having an advisor appointed), a student is required to define a problem of merit, carry out a literature search and prepare a course of action to solve the selected problem. The candidate is expected to produce a dissertation proposal, which must be orally defended in a public seminar. The Ph.D. director awards a Pass/Fail grade after consultation with the student's dissertation advisor and committee.

The Ph.D. Program Director, in consultation with the dissertation advisor, recommends a dissertation committee for the student. The dissertation committee contains at least three members in addition to the dissertation advisor. At least four members of the dissertation committee must be from a professorial rank within the School of Engineering and/or other schools. Additionally, an external examiner is appointed as well. The external examiner is one who is distinguished in the field of Technology Management. The Ph.D. Program Director and the Dean of the School of Engineering must approve the dissertation committee.

**ADMISSION TO CANDIDACY**

Every student enrolled in the Ph.D. in Technology Management degree program must take a candidacy examination administered by the program director and the graduate faculty. The candidacy exam aims at assessing the capability of the student conducting doctoral research based on evidence of critical thinking, problem solving, conducting original research and other measures viewed as essential functions of a successful doctoral student. When a student passes the candidacy examination and fulfills all other requirements, s/he will be admitted to Ph.D. candidacy.

**PH.D. DISSERTATION**

The student is expected to work on the accepted topic and original results. S/he must report the results in the form of a Ph.D. dissertation. The student is encouraged to document the intermediate results in the form of technical reports. S/he is also encouraged to publish these results as they are discovered, in international professional literature, i.e. refereed conference proceedings and journals. Intermediate results can also be discussed in departmental seminars. The completed dissertation must be distributed to the dissertation committee members at least two weeks before the dissertation defense. The committee will read it and certify that the dissertation is a work of substantial merit and that it can be defended.

It is the responsibility of the student that the final draft of the dissertation addresses all legitimate concerns of the committee members.

**DISSERTATION DEFENSE EXAMINATION**

After securing approval from the dissertation
Technology Management Ph.D. Program

- Technology New Venture Creation (TCMG 645)
- Strategic Management of Technology & Innovation (TCMG 620)
- Comprehensive Written Exams – Both Areas 1 & 2 (TMPD 694)
- Oral Defense of Dissertation Proposal (TMPD 699)
- One semester teaching practice requirement (TMPD 698)
- Completion of one published refereed Journal Paper or 2 refereed Conference Papers (No Credit)
- Ph.D. Dissertation (TMPD 710) (Minimum of 15 Credits)

NEW TECHNOLOGY VENTURE CREATION

Select Elective Course Example
- Leadership, Teams & Managing Change
- New Product Development & Commercialization
- Small Business and Entrepreneurship
- Intellectual Property Management
- Project Management

SELECT CURRENT & EMERGING TECHNOLOGIES (TECHNOLOGY SPECIALIZATION)

- Biotech & Biomedical Technology, Systems & Processes
- Environmental and Energy Technology, Systems and Processes
- Engineering Economics and Financial Engineering
- Information Analytics, Technology & Decision Support Systems
- Manufacturing, Supply Chain and Logistics Technology, Systems and Processes

(Initial Technology Specializations to be offered at program start)

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMPD 701</td>
<td>Exploration in Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>TMPD 704</td>
<td>Research Design, Analysis and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>TMPD 706</td>
<td>Quantitative Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 620X</td>
<td>Strategic Management of Technology and Innovation (Proposed new course)</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 645</td>
<td>Technology New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>TMPD 694</td>
<td>Written Comprehensive Examinations</td>
<td>0</td>
</tr>
<tr>
<td>TMPD 698</td>
<td>Teaching Practicum</td>
<td>0</td>
</tr>
<tr>
<td>TMPD 699</td>
<td>Seminar (Oral Defense of Dissertation Proposal)</td>
<td>0</td>
</tr>
<tr>
<td>TMPD 710</td>
<td>Ph.D. Dissertation</td>
<td>Min. 15</td>
</tr>
</tbody>
</table>

Elective Courses that can be taken by Ph.D. or MS Students:

AREA 1 : NEW TECHNOLOGY VENTURE CREATION

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCMG 505</td>
<td>Global Program and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 506</td>
<td>Advanced Program and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 508</td>
<td>Foundations of Project Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 512</td>
<td>Intellectual Property Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 523</td>
<td>Leadership, Teams &amp; Managing Change</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 525</td>
<td>Finance and Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 580X</td>
<td>New Product Commercialization</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 595</td>
<td>Global Business/Technology Capstone</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 599</td>
<td>Global Project Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 699</td>
<td>Seminar (Oral Defense of Dissertation Proposal)</td>
<td>0</td>
</tr>
</tbody>
</table>

AREA 2 : INFORMATION ANALYTICS, TECHNOLOGY AND DECISION SUPPORT SYSTEMS

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 546</td>
<td>Services Oriented Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 551</td>
<td>Advanced Database Design</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 556</td>
<td>Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>
Technology Management Ph.D. Program

CPSC 555  Web-based Application Development  3
CPSC 562  Information Assurance (Security)  3
CPSC/CPEG 571  Internet Computing  3
TCMG 520  Information Systems Development and Design  3
TCMG 533  Information Technology Strategy and Governance  3
TCMG/MEEG 540  Simulation and Modeling  3
TCMG 521  or ITKM 505  Information Systems and Knowledge Management  3
TCMG/CPSC 568X  or MGMT 571  Foundations of Information Analytics  3
TCMG 571  or MGMT 571  Foundations of Service Management and Engineering  3
TCMG 549  or MGMT 548  Business Intelligence and Decision Support Systems  3

Other courses to be approved by Advisor & Program Director

AREA 2 : MANUFACTURING, SUPPLY CHAIN AND LOGISTICS TECHNOLOGY, SYSTEMS AND PROCESSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCMG 524</td>
<td>Statistical Quality Control Techniques</td>
<td>3</td>
</tr>
<tr>
<td>TCMG/MEEG 530</td>
<td>Foundations of Manufacturing Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 534</td>
<td>or MGMT 534  Strategic Sourcing and Vendor Management</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 512x</td>
<td>Computational Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG/BMEG 567X</td>
<td>Physiological Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>TCMG/MEEG 572</td>
<td>Production Technology and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MEEG/TCMG 573</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MEEG/MGMT 565</td>
<td>or MGMT 565 Principles of Logistics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 575</td>
<td>Manufacturing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MEEG/TCMG 577X</td>
<td>Lean Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 578X</td>
<td>Six Sigma</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 559</td>
<td>Foundation of Business Process and</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 560</td>
<td>Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses to be approved by Advisor & Program Director
Undergraduate Courses of Instruction
Course of Instruction

Courses numbered 100-199 are intended primarily for freshmen; courses numbered 200-299, for sophomores; and courses 300-399, for juniors and seniors. Student experience may suggest exceptions are warranted. In those instances, students should consult with their advisors. Deans have authority to approve exceptions.

Some advanced courses are not taught every year but are scheduled in cycles. The University reserves the right to limit the number of students registered in any course and to cancel any course for which there is insufficient enrollment.

Accounting

ACCOUNTING 101
Principles of Accounting I

An introduction to the basic principles of Accounting, and how to account for business transactions. Emphasis on the understanding of how financial statements are prepared, and how they are used as a basis for decision making by business owners, investors, creditors, government and others interested in the financial condition of an economic entity and the results of its operations. Topics include Analyzing Transactions; the Matching Concept and the Adjusting Process; Completing the Accounting Cycle; Accounting for Merchandising Businesses; Accounting Systems, Internal Controls, and Cash; and Receivables. 

3 semester hours

ACCOUNTING 102
Principles of Accounting II

A continuation of Accounting 101. Topics include Inventories; Fixed Assets and Intangible Assets; Current Liabilities; Corporations: Organization, Capital Stock Transactions, and Dividends; Income Taxes, Unusual Income Items, and Investments in Stocks; Bonds Payable and Investments in Bonds; Statement of Cash Flows; and Financial Statement Analysis. Prerequisite: Accounting 101.

3 Semester hours

ACCOUNTING 103
Managerial/Cost Accounting


3 semester hours

ACCOUNTING 210
Financial Accounting Systems

Accounting systems for internal control, cash management, accounts receivables, inventories, plant assets, payroll, taxes, and other liabilities. Study of manual and computerized systems. 

3 semester hours

ACCOUNTING 230
Intermediate Accounting I

Study of generally accepted accounting principles underlying the preparation of basic financial statements; balance sheet, income statement, and cash flow statement. Emphasis on standards issued by the Financial Accounting Standards Board and reporting requirements of the Securities and Exchange Commission.

3 semester hours

ACCOUNTING 300
Intermediate Accounting II


3 semester hours

ACCOUNTING 301
Advanced Accounting

Coverage of selected advanced topics including accounting for investments, accounting for mergers and acquisitions, consolidation procedures, foreign currency transactions and currency translation, segment reporting, and accounting for government and not-for-profit organizations. 

3 semester hours

ACCOUNTING 311
Taxation of Individuals

An introduction to the basic principles of federal taxation, with a concentration on taxation of individuals. It provides students with the knowledge to complete individual tax returns. 

3 semester hours

ACCOUNTING 312
Taxation of Entities

An introduction to the basic principles of federal taxation, concentrating on the taxation of corporations, partnerships, S Corporations, trusts and estates, and exempt organizations. It provides students with the competencies necessary to complete tax returns for each entity. 

3 semester hours

ACCOUNTING 335
Auditing

Study of generally accepted auditing standards, practice and procedures in the audit of financial statements. Includes study of ethical issues and professional responsibilities of the Certified Public Accountant to investors, creditors and others who rely on the auditor's opinion when using audited financial statements to make decisions. Prerequisite: Accounting 308.

3 semester hours

ACCOUNTING 308

d. Some advanced courses are not taught every year but are scheduled in cycles. The University reserves the right to limit the number of students registered in any course and to cancel any course for which there is insufficient enrollment.

Accounting • Art & Design

The Art & Design Department reserves the right to retain selected samples of student work. A minimum of four hours of outside assignments per week is required in Studio Courses.

STUDIO FEES

Most studio courses have a fixed standard materials fee per course. Studio fees listed are subject to change. Consult course schedules for current rates.

ART & DESIGN C101

Art Appreciation

Introduction to theories of value in the arts. Principles of aesthetics as historically applied to plastic and performing arts. Theories of Beauty and their critique in Western and non-Western contexts. Pre-modern, modern and post-modern approaches to the analysis of the arts and architecture. This course may include a studio or performing component. A Core Heritage Course. Prerequisite: ENGL C101 or department permission.

3 semester hours

ART & DESIGN 103

2D Design

Problems in two-dimensional design and the interaction of color: the exploration of the elements of art and their interrelationships; visual and psychological factors involved in two-dimensional design and visualization. Introduces art and design presentation techniques including the portfolio. Emphasizes topics not covered in ADSN 104.

3 semester hours
Art & Design

ART & DESIGN 104
Visual Organization II
Problems in two-dimensional design and the interaction of color: the exploration of the elements of art and their interrelationships; visual and psychological factors involved in twodimensional design and visualization. Introduces art and design presentation techniques including the portfolio. Emphasizes topics not covered in ADSN 103.
3 semester hours

ART & DESIGN 105
Drawing I
Fundamentals of drawing. Visualizing in two and three dimensions. An introduction to various media techniques and orthographic delineation methods including perspective drawing systems. Use of objects and figures in developing rapid visualization skills. Emphasizes topics not covered in ADSN 106.
3 semester hours

ART & DESIGN 106
Drawing II
Fundamentals of drawing. Visualizing in two and three dimensions. An introduction to various media techniques and orthographic delineation methods including perspective drawing systems. Use of objects and figures in developing rapid visualization skills. Emphasizes topics not covered in ADSN 105.
3 semester hours

ART & DESIGN 108
3-D Design
Fundamentals of three-dimensional design. The investigation of the interrelationships of spaces, planes, and volumes in three-dimensional structures. Materials such as paper, clay, plaster, plastic and wood will be introduced and explored for use in the construction of three-dimensional models. Students will be instructed in the use of model-making tools, equipment and processes appropriate to materials introduced.
3 semester hours

ART & DESIGN 110
Drafting
Introduces basic orthographic drafting techniques and technologies. Presentation and layout techniques used to enhance objects and environments. Introduces the representation of spatial designs including plans, views, elevations/sections, isometrics, axonometrics, perspectives, dimensioning and detail drafting. Provides basic introduction to computer-aided drafting.
3 semester hours

ART & DESIGN 117
Survey of Art History I
The development of visual art from prehistoric civilizations through the Medieval period. Multicultural developments and the changing role of the artist in society will be emphasized.
3 semester hours

ART & DESIGN 118
Survey of Art History II
The development of visual art from the Renaissance through the 20th Century, focusing on the modern role of art and artists in a global context.
3 semester hours

ART & DESIGN 119A, 119B
Introduction to Computer Applications
A survey of the primary image processing, layout, vector graphic and digital presentation software. Color correction, scanning and document set up for desktop publishing output is also covered.

ART & DESIGN 200
Co-op Work Experience
Through the co-op program, the student will be placed in full-time and part-time working positions in art, illustration, graphic design, industrial design and interior design. Prerequisite: 30 semester hours; by arrangement.
1-6 semester hours

GRAPHIC 203
Typography I
The history, design and execution of letter forms in both analog and digital form are covered. Projects include the development of letter forms from pen and brush to digital font design. The emphasis is on the arrangement of type in design layout and the use of letter forms in an electronic presentation environment. Prerequisite: ADSN 219.
3 semester hours

GRAPHIC DESIGN 204
Calligraphy
This course addresses the origin of the roman alphabet(s), the development of historical letter style categories, manual methods of producing distinctive and beautiful letters and text, various parameters of legibility and readability, methods of utilizing calligraphic and lettering forms in both traditional and innovative ways.
2 semester hours

ART & DESIGN 205
Drawing III
Advanced drawing techniques utilizing a variety of media and subjects. Investigates structure, materials and scale by illustrating and rendering figures, objects and environments. Emphasizes topics not covered in Art & Design 206 such as advanced orthographic drawing techniques. Prerequisite: ADSN 105 and ADSN 106.
3 semester hours

ART & DESIGN 206
Interiors Drawing IV
Advanced drawing techniques utilizing a variety of media and subjects. Investigates structure, materials and scale by illustrating and rendering figures, objects and environments. Emphasizes topics not covered in Art & Design 205 such as production and assembly drawings. Prerequisite: ADSN 105 and ADSN 106.
3 semester hours

ART & DESIGN 207
Illustration I
A basic hands on course for developing a strong technical rendering foundation. An emphasis is placed on creative problem solving and simultaneous technical development. Editorial illustration for books, magazines, and advertising, etc. is the purpose of the course. Prerequisite: ADSN 103, ADSN 104, ADSN 105 and ADSN 106.
3 semester hours

ART & DESIGN 208
Illustration II
Continuation and second level of Art & Design 208 Illustration I. An emphasis is placed on creative problem solving and simultaneous technical development in an electronic environment. Editorial illustration for books, magazines, and advertising, etc. is the purpose of the course. Prerequisite: ADSN 207 and ADSN 219.
3 semester hours

ART & DESIGN 209
Painting I
The principles of painting, through a series of visual problems, working from nature. The understanding of pictorial space through control of drawing, value and color. Emphasizes topics not covered in Art & Design 210.
3 semester hours

ART & DESIGN 210
Painting II
The principles of physical and digital painting through a series of problems uniquely structured for the combination of analog and digital media. The understanding of representation and appropriate presentation methods relative to analog and digital media is the emphasis of the...
course. Prerequisite ADSN 209, and ADSN 219.

3 semester hours

GRAPHIC DESIGN 212

Introduction to Visual Semiotics

Semiotics (from the Greek semeion 'sign'). In semiotics, 'signs' and symbols may be words, images or anything from which meanings may be generated and used to communicate. The course is an introduction to the analysis, appreciation and reading of broad range of signs and symbols to empower the communication practitioner to expand their visual vocabulary. Myth, Metaphor, Religious Iconography, Advertising and more, will be investigated to establish a communication value. With this added knowledge the students can be a more sophisticated globally aware communicator in their field of practice. The course consists primarily of video and slide screenings, followed by written analysis, reading and discussion. Prerequisite: ADSN 219, and ADSN 249.

3 semester hours

ART & DESIGN 221

Ceramics I

A basic approach to functional and sculptural clay modeling and firing techniques. The course exposes students to a variety of techniques used by different cultures from around the globe, both past and present. The course is to develop an appreciation for 3-Dimensional form.

3 semester hours

ART & DESIGN 223

Sculpture I

Techniques of three dimensional design applied to a variety of materials and used for expressive purposes. Includes figure sculpting and armature construction.

3 semester hours

ART & DESIGN 230

Video I

History, theory, and practice of analog and digital capturing and editing. Use of cameras and software for digitizing and editing. An emphasis on a narrative film style (story telling) is utilized to prepare students for later work in Web and Multimedia design. Prerequisite: ADSN 219.

3 semester hours

ART & DESIGN 231

Photography I

This is a non-darkroom course for using professional studio equipment in and out of the studio to fulfill assignments in advertising, industrial, commercial and portrait photography by combining creativity and technical knowledge. The fundamentals of picture taking, camera types, and history will be covered. Emphasis is on studio lighting with a final concern for documenting 2D and 3D work in a portfolio format.

3 semester hours

ART & DESIGN 309

Painting III

Investigation of a variety of media and techniques. Problems emphasizing composition formulation. Emphasizes topics not covered in ADSN 310. Prerequisite: 30 units of Art & Design courses or equivalent and ADSN 209, ADSN 210.

3 semester hours

ART & DESIGN 317

Photography II — Digital & Non Silver, Alternative Photography

This is a studio course for the photographer that is more concerned with the esthetic, process, materials and digital technology to support content. Various methods of photographic representation will be explored, both digital and non-silver for the purpose of presentation and exhibition. Methods will vary from Polaroid transfer, cyanotype, gumbicromate and digital prints. Prerequisite: ADSN 231 and ADSN 219.

3 semester hours

ART & DESIGN 319

Printmaking I

Introduction to printmaking studio practices including intaglio, lithography, relief, paper making, etc. The course exposes students to a variety of techniques used by different cultures from around the globe, both past and present.

3 semester hours

GRAPHIC DESIGN 305

Portfolio Preparation

Students will prepare their portfolios for both print and web formats. Reworking of previous design to improve for portfolio presentation. Developing new pieces to enhance and broaden the current body of work. Prerequisite: GDNS 306 (DS IV)

3 semester hours

GRAPHIC DESIGN 306

Thesis/Portfolio II

This is an individual statement. The applied knowledge of five semesters of study will support future investigation. The body of work and research should reflect a concentration of study in a chosen area of practice as stated in the thesis proposal, e.g., design, advertising, publishing (www), etc. The student will work with an advisor in the chosen field and thesis teacher for 2 semesters. The focus of the class is to assist the student in developing a critical appreciation of their work through concentrated input from faculty, students and guest critics. The course requires a body of work accompanied by a written statement and slide documen-
Art & Design

Illustration III
Advanced illustration problems and techniques for magazines, advertising, fashion, children’s books, newspapers and preparation of a professional portfolio. Media used by illustrators including specialized painting and drawing techniques will be studied with emphasis on the importance of style in contemporary illustration. Various markets will be studied to identify appropriate potential markets for student illustrations. Work with editors and art directors. Deadline development and portfolio preparation for each market type. Emphasizes topics not covered in ADSN 358. Prerequisite: ADSN 207, ADSN 208. 3 semester hours

ART & DESIGN 376
History of Modern Art
Global art of the 20th Century with the inclusion of electronic and computer art. Prerequisite: Art & Design 117 and 118. 3 semester hours

ART & DESIGN 377
History of Modern Design
Survey of major design movements of the 19th & 20th Centuries. Studies in the national and international relationship of art and design in such groups as De Stijl and the Bauhaus. 3 semester hours

ART & DESIGN 378
History of Photography
A survey of photographic history from its earliest beginning to the present day. Major photographers, styles, and trends in a social context are covered. The course will also include political, social, and scientific influences on photography, and the role of photography in everyday life. Through slide lectures and class work, students will learn to look at, talk, and write about photographs. Prerequisite: ADSN 117 and ADSN 118. 3 semester hours

ART & DESIGN 379
History of the Graphic Arts
Survey of the history of illustration and graphic design, with emphasis on their global application in communications media. 3 semester hours

ART & DESIGN 380
History of Modern Architecture & Urbanism
Survey of the major movements in architecture and urban planning from the 19th Century to the present. Considers the problems of vernacular architecture, urban design, historicism, functionalism, post-modernism. 3 semester hours

ART & DESIGN 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director. 3 semester hours

ART & DESIGN 399
Independent Study/Special Projects
For the student who desired to specialize in advance projects not covered by the regular course offerings. Individual or group conferences with designated faculty advisor. Prerequisite: Permission of School Director. 1-6 semester hours

ART & DESIGN 408
Selected Topics in Modern Art & Design History
Seminar examining specific topics in the global history of modern art and design such as Dada, Abstract Expressionism, furniture design, performance art, computer & media arts. Prerequisite: 12 semester hours of art history or permission of the instructor. 3 semester hours

ART & DESIGN 425
Advanced Topics I
Advanced undergraduate or graduate level topics with directed or independent study formats. Prerequisite: division approval; advanced standing; 30 semester hours of Art & Design courses or equivalent. By arrangement; 2-10 semester hours.

Industrial Design

INDUSTRIAL DESIGN 107 (IDDSN 107/ITDSN 107)
Product Lab Orientations
This non credit course is required prior to student use of the lab equipment. It is an introduction to the proper operation of equipment and an understanding of the lab rules. Students will gain a respect for the equipment and an understanding and proper equipment practices. Eye protection and other safety protection will be worn at all times while in the lab. 0 semester hours

INDUSTRIAL DESIGN 200
Co-op
Summer co-op following the Sophomore and Junior years. The student is expected to locate a summer job with the assistance of the ID department. A mutually beneficial job description and expected output will be developed with the participating entity and conveyed to the student. Where confidentiality is required, care will be taken to protect the company, yet provide the student with adequate work examples, including a strong emphasis on CAD/CAM. Students will develop a project(s) portfolio and complete an intern project report. 0 semester hours

INDUSTRIAL DESIGN 215
Materials and Manufacturing I
Introduction to ferrous and nonferrous metals and their manufacturing methods, including liquid state, plastic state, and solid state forming; chip and non chip cutting; welding, chemical and mechanical joining; and the finishing process available. Students will develop an individual or group project and complete a semester research/report. 3 semester hours

INDUSTRIAL DESIGN 216
Materials and Manufacturing II
Introduction to thermoset and thermoplastic polymers and elastomers, rubber and other natural engineering materials and their manufacturing methods, including liquid state, plastic state, and solid state forming, chip and nonchip cutting, welding, chemical and mechanical joining, and the finishing processes available. Students will develop an individual or group project and complete a semester research/report. 3 semester hours

INDUSTRIAL DESIGN 217 (IDDSN 217/ITDSN 217)
Computer Aided Drafting
In this course students will learn the basics of computer aided drafting. Students will be expected to complete a tutorial and several assigned projects. A semester report including all projects will be completed. Three 1 semester hour modules

INDUSTRIAL DESIGN 218A (IDDSN 218A/ITDSN 218A)
Beginning CAD
This course is an introduction to computer aided 3D Modeling. Subjects covered will include Introduction and Interface, drawing 2D shapes, mixing straight lines and arcs, numerical input, generating, viewing and rendering objects, moving rotating, sizing and mirroring objects, and drawing derivative objects. Elementary projects may be assigned, and a semester report may be generated. 2 semester hours

INDUSTRIAL DESIGN 218B
Intermediate CAD
This is an intermediate class in computer aided 3D modeling. Subjects covered will include terrain models, curved lines and meshes, defor-
motions, boolean, trim and stitch operations, and attaching extending and attaching objects. Intermediate projects will be assigned, and a semester report will be generated.

2 semester hours

INDUSTRIAL DESIGN 218C
Advanced CADD
This is an advanced class in computer aided 3D modeling. Subjects covered will include reference planes and their palettes; drafting tools, advanced rendering, export features and animation models. Advanced projects will be assigned and a semester report will be generated.

2 semester hours

INDUSTRIAL DESIGN 255
Industrial Design Studio I
A studio course where elementary product design projects are assigned. Projects will begin with advanced foundation studies, along with simple hand held products, and advance through simple mechanically activated products. Emphasis will be placed on aesthetic development, user requirements, and design for manufacturability. A beginning professional portfolio will be initiated. Prerequisite: Foundation courses and Drafting.

3 semester hours

INDUSTRIAL DESIGN 256
Industrial Design Studio II
Continuation of IDDSN 256

3 semester hours

INDUSTRIAL DESIGN 200
Co-Op Work Experience
Through the co-op program, the student will be placed in full-time and part-time work working positions. Prerequisite: Completion of 30 semester hours; Permission of advisor and School Director; by arrangement.

3 semester hours

INDUSTRIAL DESIGN 215
Interior Construction Systems
Students study architectural systems, details, and building codes. Construction methods and materials of foundations, walls, partitions, floors, ceilings, and roofs are covered, as well as doors, windows, stairs, and fireplaces. Continued study of building components and energy systems. Plumbing, heating, ventilating, air...
conditioning, acoustics and solar energy will be examined. Students will be able to represent knowledge of systems and sub-structure details.

3 semester hours

INTERIOR DESIGN 217

Color Studies for Interiors

This course is an extension of 2D principles/Color Theory. Students are introduced to further color studies and rendering techniques using various media. Additional studies will focus on composition of materials/color boards as visual presentation tools.

3 semester hours modules

INTERIOR DESIGN 218A (ITDSN 218A/IDDSN 218A)

Beginning CADD

This course is an introduction to computer aided 3D Modeling. Subjects covered will include Introduction and Interface, drawing 2D shapes, mixing straight lines and arcs, numerical input, generating, viewing and rendering objects, moving rotating, sizing and mirroring objects, and drawing derivative objects. Elementary projects may be assigned, and a semester report may be generated.

2 semester hours

INTERIOR DESIGN 218B (ITDSN 218B/IDDSN 218B)

Intermediate CADD

This is an intermediate class in computer aided 3D modeling. Subjects covered will include reference planes and their palettes, drafting tools, advanced rendering, export features and animation models. Advanced projects will be assigned and a semester report will be generated.

2 semester hours

INTERIOR DESIGN 218C (ITDSN 218C/IDDSN 218C)

Advanced CADD

This is an advanced class in computer aided 3D modeling. Subjects covered will include terrain models, curved lines and meshes, deformations, boolean, trim and stitch operations, and attaching extending and attaching objects. Intermediate projects will be assigned, and a semester report will be generated.

2 semester hours

INTERIOR DESIGN 255

Studio I

Introductory level course in Interior Design. Application of design theory to commercial and residential interiors. Introduction to human factors, programming, space planning, application of color, form, texture, pattern and aesthetic sensitivity to various interior problems with an emphasis on creativity and innovation. Students will communicate design ideas with a variety of two and three dimensional presentation techniques.

3 semester hours

INTERIOR DESIGN 256

Studio II

Exploration of more complicated problems in commercial and residential interiors with continued emphasis on human factors, space planning, creativity and innovation. Application of knowledge of architectural systems to design solutions. Introduction to multi level spaces, atypical users and barrier free design. Design solutions will be presented using a variety of two and three dimensional skills with continued development of media and presentation techniques.

3 semester hours

INTERIOR DESIGN 303

Materials, Products and Applications

Examination of background finishes and materials from construction and manufacturing processes through measurement and installation methods. Areas covered include floor, wall, and ceiling materials as well as woods, laminates, and glass.

3 semester hours

INTERIOR DESIGN 304

Business Practices and Ethics

Lecture course on business practices and professional ethics as applied to the Interior Design profession. Survey of business types, marketing and selling of services and products, and fee structures will be discussed. Current trends in safety, codes and licensing issues will be explored. Examination and preparation of business forms including contractual agreements, budget estimates, purchase orders, and invoices will be covered in depth and applied to the thesis project. Prerequisite: ITDSN 356.

3 semester hours

INTERIOR DESIGN 305

Studio III

Introduction to more difficult Interior problems in both commercial and residential design. Students will work more advanced programming, space planning, circulation problems and human factors. Continued emphasis on creativity and innovative problem solving. Application of architectural and energy systems as well as safety and building codes to design solution. Sensitivity to atypical users and their needs will be expanded. Architectural and design details, materials and finishes will be incorporated in the final design proposal. Prerequisite: ITDSN 265, ITDSN 266.

3 semester hours

INTERIOR DESIGN 306

Studio IV

Continued development of knowledge and skills learned in Interior Design 305 to effectively solve interior design problems in residential and commercial design solutions. Design proposals will be presented. Prerequisite: ITDSN 355.

3 semester hours

INTERIOR DESIGN 307

Lighting

An introductory course in Lighting for Interior Spaces. What light is, how it can be produced and how the eye perceives it will be examined. Students will learn basic lighting terminology as well as what equipment is available for commercial and residential use and their appropriate applications. The effect of light to create a mood or atmosphere will be explored. Lighting plans for interior spaces will be generated with an emphasis on technical as well as aesthetic concerns.

3 semester hours

INTERIOR DESIGN 309 (ITDSN 309/IDDSN 309)

Human Factors

Analysis of Human anatomy versus function. Recognition, investigation, exploitation of static/dynamic human movements. Relationships of products, systems and environments to the human scale. Ergonomics and motions that relate to the performance of tasks. Students will develop apparatus to provide significant quantitative data. Variety of advanced studies on dynamic interaction of the body and the environment, products, and systems. Study of the relationship of age, sex, and disabilities to human movements. Creative research projects and the development of mechanical/electric test prototypes to collect quantitative data.

3 semester hours
BIOL 100

Biology Study Skills

A course to expose students with limited science backgrounds to basic biochemistry, cell theory, physiology theory, and ecological theory and assist in the development of appropriate learning and study skills. Students will develop writing and presentation skills that will support them as they move into the more detailed basic science coursework required of science majors.

3 semester hours

BIOL 101

General Organism Biology

The course examines the diversity of life in terms of their taxonomy, anatomy, physiology and ecology. Emphasis is placed on variation, adaptation, and evolutionary mechanisms. Required of all biology majors. Prerequisites: Biology major or instructor’s permission.

3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 102

Cell-Molecular Biology

Students are exposed to the general biological principles that govern all living organisms. Concepts dealt with include origin of life, structure and function of cells at the cellular and molecular level, biochemistry, genetics and evolution. Required of all biology majors. Prerequisites: 1 semester each of Biology Chemistry and Math, C or better in all, or instructors permission.

3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 106

Elementary Microbiology

This course is designed to provide students with an introduction to and overview of the key areas of microbiology for the healthcare professional. The course will cover the structure, growth, metabolism and genetics of microorganisms associated with human diseases.

3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 113

Anatomy and Physiology I

Anatomy and physiology combined to yield a fundamental knowledge of the human body. Structure and function taught concurrently, each in terms of the other, to engender appreciation of interlocking relationships.

3 class periods; 1 two-hour laboratory; 8 semester hours

BIOL 114

Anatomy and Physiology II

Anatomy and physiology combined to yield a fundamental knowledge of the human body. Structure and function taught concurrently, each in terms of the other, to engender appreciation of interlocking relationships.

3 class periods; 1 two-hour laboratory; 8 semester hours

BIOL 200

Biology Cooperative Education Program

Students may earn up to 3 credits doing trained volunteer work in a field relevant to the discipline. A written report will required describing significant work achievements resulting from work experience. Approximately 100 hours are required to be considered equivalent to one credit. Prerequisite: Permission of Chair.

By arrangement; 1-3 semester hours; Maximum of 3 credits; Pass/Fail only

BIOL 201

Biosurvival

Learn to recognize local plants and animals and learn how they can be used to survive in the wilderness, pitch a weather resistant camp, make fires, purify water, and navigate on and off trail. A 3-day final survival hike is required. Prerequisite: A basic biology course and signature of the department chairman.

3 class periods; field trip required; 3 semester hours

BIOL 202

Human Evolution

A three hour studio-type course, integrating the lecture and lab experience. Students will cover the basic principles and mechanisms of micro- and macroevolution and its impacts on the distribution of human populations, human health and human behavior. The class will combine lecture, reading, discussion, independent projects, and hands-on exercises from the biological literature and other disciplines involved in the study of human migration and the evolution of human sociality. Prerequisite: Bio 101 and Bio 102.

3 class periods; 3 semester hours

BIOL 203

Human Sexual Biology

Human sexual biology is examined within the context of male and female reproductive system structure, function and dysfunction. Modern biomedical and biotechnological issues and methodologies as they might relate to the present and future course of human sex and reproduction are explored.

3 class periods; 3 semester hours

BIOL 210

Comparative Anatomy

An integrated study of vertebrate structure from a phylogenetic approach. Laboratory studies will include dissection of representative forms. Prerequisite: Bio 101.

2 class periods; 2 three-hour laboratory; 4 semester hours

BIOL 211

General Physiology

Topics include physiological and biochemical control and functioning in systems. Laboratory
work will acquaint the student with basic physiological experimentation, and the interpretation and presentation of data. Required of all biology majors. Prerequisite: Biology 101, 102.

3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 213
General Anatomy and Physiology I
An in-depth survey of human anatomical structure and function, including dissection and histology.
3 class periods; 1 two-hour laboratory; 8 semester hours

BIOL 214
General Anatomy and Physiology II
An in-depth survey of human anatomical structure and function, including dissection and histology.
3 class periods; 1 two-hour laboratory; 8 semester hours

BIOL 217
Field Biology
Students will design and implement a small research project requiring field work in a New England ecosystem as specified by the instructor. Prerequisite: Biology 101
1 class period, field trip required, 1 semester hour

BIOL 223
Ecology
The course explores the relationship of organisms to their environment; distribution, climatic factors, ecological succession; homeostasis and adaptability of organisms are considered. Field trips designed to emphasize and illustrate major habitats, life zones, and ecological principles. Required of all biology majors. Prerequisite: Biology 101, 102.
3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 300
Internship
Practical application of previous coursework during supervised training in commercial, government or private laboratories. A written report will be required describing significant work achievements resulting from work experience. Approximately 100 hours are required to be considered equivalent to one credit. Prerequisite: Permission of Chair.
By arrangement; 1-3 semester hours; Maximum of 3 credits. Pass/Fail only

BIOL 307
Genetics
The laws of biological inheritance and their practical application to life, fundamental observations and concepts of classical and molecular genetics from Mendel to modern molecular biology. Topics include basic principles of heredity, chemical nature of the genetic material, genomics, cytogenetics, mutation, gene expression and regulation. Brief consideration of population genetics. Required of all biology majors. Prerequisite: Biology 101 and 102, or instructor’s permission.
3 class periods; 3 semester hours

BIOL 320
Microbiology
Presentation of fundamentals of Bacteria, fungi and viruses; their relationships to man, industry, agriculture. Laboratory study of cultural, morphological, physiological, and genetic properties of representative types. Emphasis on development of technique. Prerequisite: Biology 211
2 class periods; 2 two-hour laboratory periods; and some nonscheduled laboratory work; 4 semester hours

BIOL 321
Cell Physiology
A lecture course exploring the homeostatic mechanisms of the cell. Chemical composition, metabolism, permeability, synthesis and growth. Required of all biology majors. Prerequisite: Biology 211, B or better or instructor’s permission.
3 class periods; 3 semester hours

BIOL 324
Endocrine and Reproductive Biology
A review of endocrine tissues, the hormones they produce, and their mechanisms and interactions with special emphasis on human reproductive endocrinology and physiology. Prerequisite: Biology 211, B or better or instructor’s permission.
3 class periods; 3 semester hours

BIOL 330
Marine Biology and Ecology
Examination of the ecology of the oceans; relation of distribution to physical and chemical environments; productivity of marine communities; and the interaction of man with marine communities. Prerequisite: Biology 101 & 102 or permission of the instructor.
3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 332
Medical Microbiology
The study of infectious disease processes; the biology of pathogenic microorganisms; the etiology, pathology, diagnosis, and epidemiology of viral, bacterial, fungal, and protozoal diseases. Prerequisite: Biology 320
3 class periods; 1 three-hour laboratory; 4 semester hours

BIOL 341
Immunology
Consideration of the basic principles and concepts of the mechanics of immunity and the relation of immunological phenomena to biological problems. Prerequisite: BIOL 211 or instructor’s permission.
3 class periods; 1 three-hour laboratory periods; 4 semester hours

BIOL 343
Medical Genomics
This course covers the basic biochemistry of proteins and nucleic acids and the techniques used to isolate, quantify, and characterize them. The class focuses heavily on the genomics of disease processes and the techniques used to diagnose and manage them. The course includes both laboratory exercises and review of case studies. Prerequisite: Bio 102.
2 class periods; 1 two-hour laboratory; 3 semester hours

BIOL 344
Toxicology
Pharmacologic studies of the effects of drugs on living organisms and the adverse effects induced by physical and chemical agents, including therapeutic agents. Prerequisite: CHEM 206 and BIOL 211 or instructor’s permission.
3 class periods; 1 three-hour laboratory periods; 4 semester hours

BIOL 345
Molecular Biology
The study of genes and their activity at the molecular level, DNA replication and repair, transcription, translation, recombination, relocation, and mutations. Techniques and experiments leading to important discoveries on DNA will be covered. Required of all biology majors. Prerequisite: BIOL 102, 211, CHEM 206.
3 class periods; 1 three-hour laboratory period; 4 semester hours

BIOL 350
Selected Topics
Modern concepts in the area of the instructor’s specialty. To be announced each semester. 1-4 semester hours*

BIOL 381
Virology
This course is aimed to advance undergraduate
understanding of the fundamental aspects of prokaryotic and eukaryotic viruses. The course will cover viral morphology, taxonomy, molecular biology, disease, and control. Prerequisite: BIOL 211 or instructors permission.

3 class periods; 3 semester hours

BUSINESS ADMINISTRATION 200
Co-op Work Experience
A paid work experience related to the student's major. Faculty approval required.

0-1 semester hours

BUSINESS ADMINISTRATION 210
Fundamentals of Entrepreneurship
This course will begin by addressing the concept of development of a new venture. The course will then address the fundamentals such as the financing important to the new venture and its creator, competitive positioning, branding and imaging, stationery, marketing, protecting intellectual property, the legal entity structure, the website development components and cost. The class will teach how to source capital and then further how to pitch to capital providers. Each student will develop a minimum viable product by producing a business model canvas to further in a business plan in a later class.

3 Semester hours

BUSINESS ADMINISTRATION 300
Philanthropy

3 Semester hours

BUSINESS ADMINISTRATION 382
Internship
Field study of an organization in action. Students can fulfill the course requirements in one of three ways: a) to do an internship in an outside organization or one of the learning institutes within the College, and submit a paper with an analysis of their experiential learning; b) to write a case study with critical evaluation of an organization in action; or c) to develop a new business venture and submit a comprehensive business plan.

3-6 semester hours

BUSINESS ADMINISTRATION 395
Honors Thesis
Students are expected to write and present a paper to the faculty which demonstrates evidence of research in a field of business studies. The paper should contain the following elements: a) the report of literature of business studies in the field; b) description of new trends of thought, practice and application in the field; the writer's own assessment of current research.

3 semester hours

BUSINESS ADMINISTRATION 399
Independent Study
An opportunity to specialize in advanced projects not covered by regular course offerings. Students have individual conferences with assigned faculty members and meet several times as a group to discuss findings and common problems.

1-3 semester hours

Capstone Seminar
CAPSTONE 390
Capstone Seminar
The Capstone Seminar is the culmination of learning in the Core Curriculum. As such, it reflects upon learning from the various liberal arts. The course is conducted as a seminar and thus requires substantial reading and informed participation. All students write an original essay that integrates themes raised in course readings and discussions. Prerequisite: Completion of at least 75 semester credit hours and fulfillment of all other Core requirements.

Chemistry
CHEMISTRY 103
General Chemistry I
A study of basic chemical principles and their application. This course is designed for the science and engineering majors and includes theoretical and experimental studies of such topics as composition and structure of matter, stoichiometry, chemical reactions, chemical bonding, gases, atomic and molecular structure, and periodic trends. Prerequisites: 2 years high school mathematics or MATH 105.

3 lecture hours; 1 discussion period; 1 three-hour laboratory period; 4 semester hours

CHEMISTRY 104
General Chemistry II
This course completes the sequence in general chemistry for science and engineering majors. Equilibrium, acids and bases, thermodynamics, nuclear chemistry, introductory organic chemistry. Prerequisites: CHEM 103, MATH 109 or MATH 110 (or 111) or equivalent.

3 lecture hours; 1 discussion period; 1 three-hour laboratory period; 4 semester hours

An introductory course in chemistry for liberal arts and pre-professional students who wish to broaden their general education or feel that
their previous preparation was inadequate. Pre-med and science majors are strongly advised to take CHEM 103, although credits may be given for the CHEM 113, CHEM 103, and CHEM 104 sequence.

3 lecture hours; 1 two-hour laboratory or discussion period per week; 4 semester hours

CHEMISTRY 114
Introduction to Biochemistry
After a brief review of general chemistry and an introduction to organic chemistry, the chemistry and biochemistry of carbohydrates, fats, proteins, nucleic acids, vitamins, enzymes, and hormones are studied. Included is an introduction to diseases caused by metabolic disturbances and in-born errors of metabolism. Prerequisite: CHEM 113.

3 lecture periods; 1 two-hour laboratory period per week; 4 semester hours

CHEMISTRY 200
Chem./Co-op
Students who enter the Chem./Co-op Program take this course each semester they are on a paid work assignment with an employer. All work assignments must be approved by the Chemistry Co-op director. A report is required. Prerequisite: At least sophomore standing.

1 semester hour per work-semester to a maximum of 6 semester hours

CHEMISTRY 202
Principles of Chemical Analysis
An introduction to the physiochemical behavior of electrolytic solutions, and its application to chemical separations and analyses. Prerequisites: CHEM 103, CHEM 104.

3 lecture hours; 1 three-hour laboratory period; 4 semester hours

CHEMISTRY 205
Organic Chemistry I
Study of aliphatic and aromatic compounds, synthesis, properties, and reaction mechanisms. Laboratory work in techniques, synthesis, properties and typical reactions. Prerequisites: CHEM 103, CHEM 104.

3 lecture hours; 1 three-hour laboratory period; 4 semester hours

CHEMISTRY 206
Organic Chemistry II
Study of aliphatic and aromatic compounds, synthesis, properties and reaction mechanisms. Laboratory work in techniques, synthesis, properties and typical reactions. Prerequisites: CHEM 103, 104, CHEM 205.

3 lecture hours; 1 three-hour laboratory period; 4 semester hours; every semester 1 three-hour laboratory period; 4 semester hours

CHEMISTRY 399
Independent Study
Opportunity for the student to pursue advanced individual study in his field of interest under the supervision of a specialist. Prerequisite: Permission of the instructor and the Department Chair.

Semester hours (1-6) arranged

Computer Applications and Information Systems (CAIS)

COMPUTER APPLICATIONS AND INFORMATION SYSTEMS 101
Statistics
This course covers basic statistics, including descriptive statistics, probability, discrete distributions, continuous distributions, sampling, and hypothesis testing. This course is required of all Business students. Prerequisite: Math 105 or Math placement exam at Math 109, or higher.

3 semester hours

COMPUTER APPLICATIONS AND INFORMATION SYSTEMS 102
Applied Statistics
This is a continuation of CAIS 101 and involves searching the Internet, downloading, and analysis of economic data. “Analysis of data” may also include problems from the former MS 110 (Linear Programming). This course is required of all Business students. Prerequisite: CAIS 101.

3 semester hours

COMPUTER APPLICATIONS AND INFORMATION SYSTEMS 191
Computer Concepts
This course provides elementary instruction in basic productivity packages, like Microsoft’s Office 97. It is for those students with no prior exposure to computer applications.

3 semester hours

COMPUTER APPLICATIONS AND INFORMATION SYSTEMS 201
Intro to CAIS
This course covers computer and systems hardware, operating systems, application development, the value of information, databases, networks, and their integration and management within the modern firm. This course is required of all Business students. Prerequisite: CAIS 102.

3 semester hours

COMPUTER ENGINEERING 200
Undergraduate Co-op/Internship in Computer Engineering
By arrangement.

1-3 semester hours

COMPUTER ENGINEERING 210
Digital Design I
Basic digital design principles. Boolean alge-
Design and implementation of a very large scale integrated circuits. CMOS and BiCMOS technologies, basic topological structure of ICs, clocking characteristics, resistance, capacitance and power estimation, system-level design and implementation issues. Custom layout and verification using CAD tools. Synthesis of designs from VHDL descriptions. Term project will include the design and testing of an integrated circuit. Prerequisites: Computer Engineering 315 and Electrical Engineering 348. 3 lecture hours, 3 semester hours

COMPUTER ENGINEERING 349 A Senior Project Major open-ended design project to integrate student’s knowledge of hardware and software. Formulation of design specifications, use of design tools, feasibility considerations. Prerequisites: Computer Engineering 312, 387, Engineering 300, English 204, Integrated Studies C101 and senior status. 1 semester hours

COMPUTER ENGINEERING 349 B Senior Project Major open-ended design project to integrate student’s knowledge of hardware and software. Formulation of design specifications, use of design tools, feasibility considerations. Prerequisites: Computer Engineering 312, 387, Engineering 300, English 204, Integrated Studies C101 and senior status. 3 semester hours


COMPUTER ENGINEERING 387 Embedded System Design Design of systems having major hardware and software components. Software implementations are used to control specific hardware such as micro controllers. Major laboratory emphasis to realize embedded systems. Prerequisite: Computer Engineering 286. 3 semester hours

COMPUTER ENGINEERING 389 Software Engineering Structural development and methodology for large software systems. Planning requirements, design, test and validation. Advanced topics in software development. Prerequisites: Computer Science 102 and senior status. 3 semester hours

COMPUTER ENGINEERING 399 Independent Study in Computer Engineering Independent study of advanced topics in Computer Engineering and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair. Open only to qualified seniors 3 semester hour

Computer Science

COMPUTER SCIENCE 101 Introduction to Computing I Introduction to high level languages, data types, subprograms; arrays and records. Top-down programming. Algorithmic development and flow charting. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 102 Introduction to Computing II Introduction to data structures. Top-down design and structured programming, debugging. String processing, stacks, queues, lists, linked lists, trees, hash tables. Searching and sorting. Prerequisite: CPSC 101. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 200 Undergraduate Co-op/Internship in Computer Science By arrangement. 1-3 semester hours

COMPUTER SCIENCE 201 Data and File Structures Advanced treatment of data structures and file structures including manipulating data stored in the file systems. Topics include fundamentals of file processing operations, secondary storage characteristics, and managing files of records. Additional topics will include performance file organization, sorting large files, multi-level indexing, 2-3 Trees, B-Trees, and Hashing and Extendable Hashing. Prerequisites: CPSC102 and CPSC 102a. 3 lecture hours, 3 semester hours

COMPUTER SCIENCE 203 Second Language Course A class for computer science majors to broaden the programming background. Students will take a course in a language other than the current teaching language. This class is not an actual course, but a number of departmental course offerings may satisfy this requirement. Courses which may be taken will include computer science offerings which assume programming competency (CPSC 101 and CPSC 102 equivalent) in the instructional language. The department will announce courses which qualify for satisfaction of CPSC 203 requirement. Pre-requisites: CPSC 102 and CPSC 102a. 3 lecture hours, 3 semester hours

COMPUTER SCIENCE 227 Discrete Structures This course is an introduction to some of the discrete mathematical structures relevant to computer science, including set theory, propositional calculus, predicate calculus, algebraic operations and relations, counting techniques, and graph theory. Prerequisite: MATH 109. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 300 Economics and Management of Computing Projects The design process, engineering economics, project planning and ethics in engineering practice. A required course for all Computer Science majors, normally taken in the junior year, offered both semesters. Prerequisites: CPSC 102, 102a, MATH 215, PHYS112 and junior standing. 3 lecture hours, 3 semester hours

COMPUTER SCIENCE 301 Programming Languages This is a second computer language course organized around the concepts of data objects, data types, abstraction mechanisms, sequence and data control, storage management, syntax, and operating environments. Several widely used programming languages are analyzed to illustrate these concepts. Pre-requisite: CPSC 201. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 302 Object-Oriented Programming Using C++ This course introduces the modern object-oriented programming philosophy using C++ to the beginning graduate students. The emphasis is on developing the programming thought process in terms of objects and their interactions to each other. Concepts covered include data hiding, code reuse through inheritance, polymorphism, templates, exception handling, developing appropriate class hierarchy and code maintenance for large software projects. Pre-
Computer Science • Criminal Justice and Human Security

requisites: CPSC 102 or equivalent background.

3 lecture hours; 3 semester hours

COMPUTER SCIENCE 311
Computer Architecture

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 320
Theory of Computation
Elements of the theory of formal languages, grammars, finite state machines, computability, primitive recursive functions, Turing machines and computation. Prerequisite: CPSC 227.

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 325
Structure and Interpretation of Computer Programs

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 329
Fundamentals of Algorithms
This course aims to develop an understanding of the process by which an algorithm is developed to solve a problem and how it is translated into a working computer program. Emphasis is placed on problem-solving approaches and efficient programming techniques. Topics covered are: data structures, stacks, lists, trees, search algorithms, introduction to parsing and sorting techniques; structures programming; interactive and recursive programming, analysis of algorithms and special purpose algorithms. Prerequisite: CPSC 201.

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 340
Windows Programming
This course covers Graphical User Interface (GUI), design and Windows programming using Visual C++ and Microsoft Foundation Class (MFC) library. Topics covered include windows architecture, message/event driven programming, designing Dialog based, SDI and MDI applications, Document/View architecture, Device Contexts, Database access using the MFC ODBC classes and ADO. A comprehensive project is assigned towards the end of the course, which covers important windows programming concepts. Prerequisite: CPSC 400.

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 349 A
Senior Design Project
Student will initiate and complete a project that meets career interests and objectives. One or more faculty will be available to each student in a consulting capacity. The department chair must approve an outline of the project in the semester prior to registration for this course.

1 semester hour.

COMPUTER SCIENCE 349 B
Senior Design Project
Student will initiate and complete a project that meets career interests and objectives. One or more faculty will be available to each student in a consulting capacity. The department chair must approve an outline of the project in the semester prior to registration for this course.

3 semester hours.

COMPUTER SCIENCE 350
Survey of Data Structures

3 lecture hours; 3 semester hours.

COMPUTER SCIENCE 399
Independent Study in Computer Science
Independent study of advanced topics in Computer Science and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair.
Open only to qualified seniors.

3 semester hours.

Criminal Justice and Human Security

CRIMINAL JUSTICE AND HUMAN SECURITY 118
Intro Criminal Justice
This course is intended to introduce you to the field of criminal justice and criminology. More specifically, we will explore how the American criminal justice system interacts with society and reacts to societal issues. In turn this will help us understand how society functions in response to the criminal justice system.

3 credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 205
Law and Economics
This course introduces basic principles of economics and how those principles impact the formulation and operation of legal rules. Special emphasis is placed on the U.S. Constitutional system and key cases involving legal issues.

3 credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 215
Intl Human Rights
This course discusses the recognition and protection of human rights in the international context, with a focus on contemporary controversies. A genuine interest in global affairs and international issues, an open mind, and an inquisitive learning attitude are the best qualities for getting the most out of this class.

3 credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 218
Human Security
Human Security involves looking at world security issues from the perspective of individual people. This course introduces students to the concept of Human Security, its importance in meeting the basic needs of people and preventing state collapse, and its usefulness in forging greater transnational accountability.

3 credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 233
Intro US Legal System
This course will offer a comprehensive overview of the U.S. legal system, including an overview of legal practice sources and techniques with emphasis on the major substantive areas of the law. Students will begin by examining issues in constitutional law, with an overview of how government functions and how laws are made. A legal writing segment of the course will allow students to use legal analysis while refining their writing skills.

3 semester credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 265
Intro to Corrections
A multidisciplinary study of corrections from the 1800’s to the present. Focus on the function of corrections from the perspective of society and the offender.

3 credits.

CRIMINAL JUSTICE AND HUMAN SECURITY 271
Law Enforcement & Society
This course focuses on the role of the police and law enforcement in American society. Key topics include the police profession, organization of law enforcement systems, the police role, police discretion, ethics, and police-community interaction. Law enforcement is examined in terms of political, social, cultural, legal, psychological, and organizational relevance in society.

3 credits.

241
CRIMINAL JUSTICE AND HUMAN SECURITY 299
Selected Topics
Prerequisite: Permission of Advisor and Dean
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 312
Victimology
This course examines the role of the crime victim. Topics include the identification of victims, victim assistance programs, victim compensation and repayment, and the treatment of the victim by law enforcement and the courts. The course also considers the victim-related role of major social institutions, including the family, schools, religious organizations, the medical profession, and financial and political organizations.

CRIMINAL JUSTICE AND HUMAN SECURITY 315
Criminology
Criminology is the social scientific study of crime and criminal behavior. This class first examines the nature and extent of crime, including the categories of crime, the people who engage in criminal activity, and how crime is measured. It examines theoretical explanations of crime, and the role of the criminal justice system in controlling crime.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 343
Constitutional Law
This course examines the operation of the U.S. Constitution, as well as its origins, philosophical underpinnings, and current issues. Course work includes reading, discussing, and writing about constitutional issues.

CRIMINAL JUSTICE AND HUMAN SECURITY 345
Comparative Criminal Law
This course examines the criminal law of the United States, with comparative reference to other legal systems of the world. Emphasis is placed on the application of law to facts, and specific knowledge required by law enforcement personnel. Prerequisite: CJHS 118 or SOC 118
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 350
Legal Advocacy
This course introduces legal reasoning and the legal method, and requires the student to conduct legal research, to produce written materials (such as a letter, a memorandum, a complaint, a motion, and an appeal), and to make oral arguments. Prerequisite: PSCI 233, Junior status or Instructor approval.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 371
Terrorism
This course introduces terrorism as a subject of sociological, legal, military, political, and strategic study. The course considers the objectives of the terrorist and terrorist organizations, and recent counter-terrorism strategies. The course also encourages students to think about long-term strategies to combat terrorism, both within a nation-state and across international borders.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 372
Transnational Crime
This course examines the scope, magnitude, and impact of transnational crime and discusses possible solutions, including widening surveillance and crime control measures, and the impact those solutions may have on civil liberties.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 395
Senior Thesis
Each senior student majoring in Criminal Justice and Human Security participates in a seminar requiring preparation of a research paper reflecting original thinking and research in a specific area of the field.
1-6 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and Dean.
1-6 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 399
Independent Study
Subject to approval by the Department Chair, students may pursue advanced studies in the field of Criminal Justice and Human Security.
1-6 credits

Dental Hygiene

DENTAL HYGIENE 100
Introduction to Dental Hygiene
This course provides the opportunity to develop basic knowledge of the dental hygiene profession and the responsibility of licensure. Students will learn the role of the dental hygienist in total patient care.

DENTAL HYGIENE 123
Oral Anatomy and Embryology
This course is an introduction to the study of the oral cavity and its associated structures. Included in the curriculum are lectures covering anatomy, embryology and histology of oral structures and the head and neck, emphasizing teeth and their supporting tissues. Knowledge of content is emphasized during clinical practice.
4 lecture hours; 4 semester hours

DENTAL HYGIENE 124
Dental Radiology
This course provides the fundamental scientific principles upon which clinical dental radiology is based. Content includes radiation history, radiation physics, radiographic anatomy, application to radiation safety for patient and operator, quality assurance, infection control practice, standard intra and extra oral radiographic techniques, quality film production and film evaluation.
2 lecture hours; two-hour laboratory periods; 3 semester hours

DENTAL HYGIENE 127
Pharmacology for the Dental Hygienist
General principles of pharmacology and use of pharmaceuticals; derivation and effect of drugs, especially those used in dentistry. Values and uses of chemical sterilizing agents, pre-and post-operative medications, anesthetics, antibiotics, and other pharmaceutical adjuncts to oral hygiene and dental care.
2 lecture hours; 2 semester hours

DENTAL HYGIENE 129
Clinical Practice I
Introduction to the role and function of the Dental Hygienist in preventive dentistry; history and ethics of the Dental Hygiene profession; relationship of general and oral health to the disease process. Clinical hours are devoted to development of: infection control procedures, oral self care, basic clinical skills of patient assessment/data collection, basic instrumentation, patient education and dental emergencies.
3 lecture hours; 7 clinical hours; 4 semester hours

DENTAL HYGIENE 130
Clinical Practice II
This course is a continuation of Clinical Practice I and focuses on the role of the Dental Hygienist as a preventive oral health specialist. Didactic and clinical experience is devoted to patient assessment, treatment planning, patient management, fluoride therapy, emergency response protocols, and continuing development of clinical skills to facilitate ethical and total patient care. Prerequisite: Successful completion of DHYG123, DHYG124 and DHYG 129.
2 lecture hours; 8 clinical hours; 4 semester hours
Dental Hygiene

DENTAL HYGIENE 140
Introduction to Periodontology
This course provides the basic principles of periodontology, which covers the recognition of clinical characteristics of the periodontium, classification of periodontal diseases, role of microorganisms and local factors in the etiology of periodontal diseases.

1 semester hours

DENTAL HYGIENE NUTRITION 204
Nutritional Biochemistry
This course will teach the basic principles of the science of human nutrition and nutritional biochemistry with an emphasis on the effects of nutrition on dental health. The focus will be on the roles of micro- and macronutrients and the importance of proper energy balance, digestion, absorption and metabolism of these nutrients. Correlations to dental hygiene are discussed at each class as it obtains to the weekly subject matter. Strategies of counseling patients to improve optimum oral health are taught throughout the course.

3 credits

DENTAL HYGIENE 227
Clinical Practice III
This course provides students the opportunity to expand on the basic dental hygiene skills learned in Clinical Practice I and II (DHYG 129 and 130) providing students with a practical and treatment oriented study of the oral manifestations of systemic diseases. Students will learn advanced instrumentation techniques and deliver comprehensive dental hygiene services in the Fones Dental Hygiene Health Center as well as in the community setting. The community setting will provide the students the opportunity to interact with a variety of patient populations. Evidenced-based decision making will be a common theme throughout the semester. The student will utilize the dental hygiene process of care by assessing clinical information and external research to implement and evaluate the dental hygiene treatment care plan; applying the ADHA Standards of Clinical Dental Hygiene Practice. Prerequisite: Successful completion of all first-year required courses. 2 lecture hours, 14-21 clinical hours per week; 5 semester hours

DENTAL HYGIENE 232
Dental Public Health
Dental Public Health consists of didactic and field work components in community services. It is designed to enable Dental Hygiene students to identify Dental Hygiene career opportunities within the public health setting; describe the structure and function of public health; explain federal, state and local legislation, policies and procedures pertaining to public health; assess the dental needs and demands of the public including special populations; and plan and evaluate dental health care programming. Prerequisite: Successful completion of all first year required courses. 2 lecture hours; 72 hours of field experience per rotation; 4 semester hours

DENTAL HYGIENE 230
Local Anesthesia
DHYG 230 Local Anesthesia for the Fones Dental Hygiene Students. This course is designed to prepare the student dental hygienist to qualify to administer local anesthesia and receive a certificate in local anesthesia acceptable in the State of Connecticut. The student will be introduced to safe, effective administration of local anesthesia through lecture, laboratory and clinical settings. The comprehensive content areas will include rational for pain management, client management, medical emergencies and review of essential anatomy, physiology, and pharmacology of pain control agents. In addition, the student will perform efficient techniques of pain management through local anesthesia on clinical partners under the direct supervision of clinical faculty. 1 semester hour

DENTAL HYGIENE 241
Periodontology
This course expands on the basic principles of periodontology introduced during the first year Dental Hygiene curriculum. Students receive a sound foundation in the history and management of periodontal diseases including the etiology and pathogenesis of periodontal diseases, the systemic disease connection with periodontal disease, the role of the immune system in the disease process and the various periodontal treatment modalities available with emphasis on the Dental Hygiene treatment plan. Prerequisite: Successful completion of DHYG 140. 2 semester hours

DENTAL HYGIENE 250
Dental Materials
This course provides didactic and clinical information relating to dental materials utilized in the dental office. Content includes: terminology, basic principles, properties of materials, techniques and procedures, recognition of restorations and indications for their use. Students will also gain exposure to expanded auxiliary utilization, and the role of the Dental Hygienist in specialty practice. Prerequisite: Successful completion of all required first year Dental Hygiene courses. 2 lecture hours; 1 two-hour laboratory period; 3 semester hours

DENTAL HYGIENE 299
Dental Hygiene Independent Study
Selected independent projects conducted under the supervision of a Dental Hygiene faculty member. 1-6 semester hours

DENTAL HYGIENE 301
Dental Hygiene Practice Management
Through discussion of legal, regulatory, and ethical issues governing dental healthcare, the student will develop strategies to provide optimum client care and understand the Dental Hygienist role within an interdisciplinary healthcare team. Appreciation for the role of administrator / manager is obtained through lecture content and group activities focused on the development of communication, teamwork, personnel, business, and patient management skills. These skills are necessary to prepare for emerging practice models in dental healthcare. 3 semester hours
DENTAL HYGIENE 302
Instructional Strategies for the Health Professional
Assessment, planning, implementation and evaluation of various instructional methodologies/strategies to facilitate presentations. Fundamentals of instructional theory with practical skill applications.
2 lecture hours; two-hour observation/presentation; 3 semester hours
DENTAL HYGIENE 303
Advanced Clinical Concepts
Advanced Clinical Concepts expands upon the basic knowledge and skills utilized in the dental hygiene process of care. Students are introduced to advanced clinical concepts through evidence based practice methods. Oral medicine, advanced periodontology, pain management, and current research and technologies are emphasized.
DENTAL HYGIENE 304
Dental Hygiene Internship
This course will provide the Dental Hygiene student with the opportunity to apply the knowledge and skills acquired throughout the dental hygiene curriculum in an internship experience. Under the guidance of the course instructor the dental hygiene student intern will select a field site in an alternative practice setting (not private practice). With the help of the site’s primary mentor the intern will set goals and objectives that will allow them to become an integral member of the organization. The internship will consist of direct observation, participation and supervised teaching or fieldwork. Prerequisite: DHYG 302.
By arrangement; 3-6 semester hours
DENTAL HYGIENE 305
Dental Hygiene Research I
This course will introduce the student to the fundamentals of research design and process. It will enable Dental Hygiene students to develop skills in the analysis of dental research findings and the evaluation of dental issues through critical analysis. Students will also gain exposure to the development of research protocols and develop an original research proposal. Prerequisite: DHYG 302
3 semester hours
DENTAL HYGIENE 306
Dental Hygiene Research II
This course is designed to familiarize Dental Hygiene students with evolving professional trends related to private or public practice. Students, working in groups of two or three, will utilize and reinforce acquired Dental Hygiene research concepts while developing advanced assessment, planning implementation and evaluation skills, original research will be implemented. Required of all candidates for a Bachelor of Science degree in Dental Hygiene. Prerequisite: DHYG 302, DHYG 305 and senior status.
4 semester hours
DENTAL HYGIENE 315
Statistical Reasoning
This course will provide a basic overview of statistical analysis and how certain tests can be performed to determine if there is a statistically significant relationship between variables. The student will receive an introduction to the use of statistical software for data analysis.
ECONOMICS
ECONOMICS 201
Principles of Economics I – Macro
Analysis of basic concepts; national income, employment, monetary and fiscal policy and economic growth.
3 semester hours
ECONOMICS 202
Principles of Economics II – Micro
An analysis of price, output, income distribution, market structures and international trade.
3 semester hours
ECONOMICS 311
Managerial Economics
The theoretical analysis of the behavior of the consumer and the firm. Problems of income distribution, welfare economics, and general equilibrium analysis. Prerequisites: ECON 201 and ECON 202; junior or senior status.
3 semester hours
ECONOMICS 375
International Business Economics
A basic model of the international economy. International macroeconomic theory is examined using a set of economic flow diagrams. Examination of issues including interest rates, exchange rates and asset prices in the global economy; causes and consequences of trade deficits; effects of monetary policy; debate on IMF and World Bank reform; globalization of financial markets; Intensive use of the Web and Internet resources to retrieve and analyze data. Prerequisites: ECON 201 and ECON 202; junior or senior status.
3 semester hours
ECONOMICS 376
Business Forecasting
Macroeconomic forecasting to improve asset allocation and investment performance over the business cycle. Examining and forecasting the behavior of stock, bond, commodity and currency prices. Forecasting tools to analyze the economy and forecast price movements in the financial markets. Prerequisites: ECON 201 and ECON 202; junior or senior status.
3 semester hours
Electrical Engineering
Undergraduate seniors may take graduate courses (400 level) with permission of their advisor.
ELECTRICAL ENGINEERING 200
Undergraduate Co-op/Internship in Electrical Engineering
By arrangement. 1-3 semester hours
ELECTRICAL ENGINEERING 210
Digital Design I
This course introduces students to the basics of digital logic and digital systems design. It covers basic digital design principles; Boolean algebra, combinational logic design with gates, MSI, LSIs, Sequential logic design; register, counters, memory and programmable logic. Students are also exposed to Verilog HDL throughout this course for fundamental simulation concepts. Verilog simulation projects are performed using commercial and/or academic CAD tools. Pre-requisite: MATH 109
3 semester hours
ELECTRICAL ENGINEERING 233
Network Analysis I
DC circuits, mesh, node voltages, superposition. Steady-state AC, real/imaginary power. Bode plots, Ideal op-amp circuit analysis. Prerequisite: MATH 110.
3 semester hours
ELECTRICAL ENGINEERING 234
Network Analysis II
2 semester hours
ELECTRICAL ENGINEERING 235
Network Analysis I Lab
Use of resistor networks and DC voltage sources in various configurations; measurements of current flow and voltage difference. Introduction to RLC circuits in steady AC conditions. Familiarization with standard laboratory instruments. Co-requisite: ELEG 233.
1 three-hour laboratory, 1 semester hour
Electrical Engineering

ELECTRICAL ENGINEERING 236
Network Analysis II Lab
Steady state and transient analysis of RLC circuits. Typical series and parallel resonance circuits are examined and their parameters experimentally determined; two pole network analysis; transformers; frequency response plots. Extensive use of the oscilloscope. Pre-requisite: ELEG 235, Co-requisite: ELEG 234.
1 three-hour laboratory; 1 semester hour

ELECTRICAL ENGINEERING 315
Optical Communications
This course will provide a practical introduction to the basic principles of optical fiber systems and networks. The course will emphasize the physical properties and operation of components that comprise optical system (fiber, semiconductor lasers, photodetectors, etc.). The basic elements of optical network operation will also be described. The material will cover a broad number of topics to allow the student to understand the underlying principles of the field and to be prepared for more detailed study in the form of advanced courses and/or research. Pre-requisite: PHYS 112, ELEG 233
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 316
Fiber Optics Lab
Hands-on experience with fiber optic hardware: Fiber properties, sources, detectors, splices, connectors. Design and test fiber optic transmitter and receiver circuits for both analog and digital transmission. The experiments are related to optical fiber properties, losses, sources, detectors, splices, connectors, measuring the speed of the opto-electronic devices, design and test of fiber optic transmitter and receiver circuits for both analog and digital transmission, and design of a complete system. Pre-requisite: PHYS 112, ELEG 235
3 semester hours

ELECTRICAL ENGINEERING 317
Introduction to Control Systems
At the end of this course, students will be able to: Derive the models for basic physical systems. Analyze the steady-state and transient behavior of basic feedback systems. Determine stability and performance of feedback systems using time-domain and frequency domain analysis methods. Design PID and lead-lag controllers to achieve design specifications. Perform basic simulation to verify system stability and performance. Pre-requisite: MATH 112, ELEG 234
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 333
Signal and Systems
Students learn to analyze theoretically and by computer both continuous and discrete signals and the application of each to real-world problems. Applications involve the definition of a system, defined either by a laplace or z-transform and the output of same to the application of any input signal. Pre-requisite: MATH 112, ELEG 234
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 337
Analog Electronics Lab I
This is a hands-on analog circuit design lab. You will combine integrated circuits and discrete electronic components to design practical analog circuits for day-to-day industry use. Pre-requisite: ELEG 348
3 semester hours

ELECTRICAL ENGINEERING 342
Modern Communications
ELEG 342 is a 3-credit first course on communications within the Electrical Engineering program. The objective of the course is to familiarize undergraduate students to the fundamentals of modern digital and analog communications systems. Pre-requisite: ELEG 234; Co-requisite: MATH 323
3 semester hours

ELECTRICAL ENGINEERING 344
Power Electronics
Application of power diodes and power transistors in rectifier arrangements and voltage regulators. Properties and application in power converters, inverters and motor drives. Pre-requisite: ELEG 348.
3 semester hours

ELECTRICAL ENGINEERING 346
Fundamentals of MEMS (Microelectromechanical Systems)
MEMS (Microelectromechanical Systems) refers to devices and system with extremely small size in the range of microns. It is one of the most important high technologies developed in 20th century. MEMS and nanotechnologies are believed to trigger the next wave of technology revolution. This course covers the fundamentals of MEMS technology. The topics include MEMS materials, MEMS fabrication techniques, MEMS structure analysis, MEMS sensing and actuation techniques, MEMS applications (inertial MEMS, MOEMS, BioMEMS, RFMEMS), signal sensing techniques for MEMS, MEMS packaging and reliability, etc. Pre-requisite: Senior status (90+ credits)
3 semester hours

ELECTRICAL ENGINEERING 348
Electronics
Application of diodes, bipolar transistors (BJT) and field effect transistors (FET) to signal amplification and switching. Computer Simulation. Pre-requisite: ELEG 233, Pre-requisite: ELEG 235.
3 semester hours; 3 semester hours

ELECTRICAL ENGINEERING 349
Senior Project
Student work for approximately 150 hours performing research work within the department of Electrical Engineering. Emphasis is on good technical writing and imaginative design of solutions to a given problem. Pre-requisite: Senior status (90+ credits)
4 semester hours

ELECTRICAL ENGINEERING 350
Communications Lab
3 semester hours

ELECTRICAL ENGINEERING 361
Controls Lab
Laboratory study of feedback control systems with experiments analyzing different types of plants, transducers and control techniques; emphasis on real-time computer control. Pre-requisite: MATH 112, ELEG 234
3 semester hours

ELECTRICAL ENGINEERING 364
PLC
This course will start with the basics of Boolean Algebra; it will cite the differences between PLC control and relay control and full automation of major machines and appliances; the differences in these controls will show how flexible PLC control actually is; many different math functions will be analyzed and implemented in the theoretical construction of fully functioning PLC. Pre-requisite: ELEG 234, ELEG 348
3 semester hours

ELECTRICAL ENGINEERING 399
Independent Study in Electrical Engineering
Independent study of advanced topics in Electrical Engineering. Problem assignment to be arranged with and approved by the department.
3 semester hours
English

ENGLISH 010A
English Communication
The goal of this course is to improve your English communication skills. The emphasis will be on improving pronunciation, listening comprehension, and conversation. There will be listening exercises, group discussions, and class presentations, as well as some writing assignments. This course depends on a great extent on the effort you bring to it. This means that a real commitment must be made to the work and to your fellow students. The university estimates that students should spend a minimum of two hours outside of class for every hour in class. Everyone is expected to participate in all class discussions and exercises.
Offered: Every Semester
3 semester hours

ENGLISH 100
Basic Composition
Techniques of composition, including sentence structure, paragraph development, organization of the whole theme, with regular written assignments. Additional emphasis on fundamentals to assist students with weak backgrounds. A grade of C- or better admits students to ENGL 101. Students who receive a grade of D+ or below must repeat ENGL 100. Students who have a grade of A or B at the end of the semester may take the essay final for ENGL 101. If they score an A or B on that examination and have the recommendation of their ENGL 100 instructor, they may waive ENGL 101.
Offered: Every Semester
3 semester hours

ENGLISH 101
Composition and Rhetoric
An introduction to the elements of effective writing, concentrating on structure, logic, specificity, focus, grammar, sentence structure, and mechanics. Frequent writing in and out of class. By the end of the semester, students should be able to compose and organize a grammatically correct and adequately developed expository essay.
Offered: Every Semester
3 semester hours

ENGLISH 100I
Developmental English
For those who need academic preparation before studying in English, this course provides focused, individualized work on special problems in using English fundamentals, oral/aural problems, reading and oral comprehension, English patterning and structures, leading to the production of short written works. Students receiving a grade of D+ or below must take ENGL 100.
Offered: Every Semester
3 semester hours

ENGLISH 200
English Cooperative Education Program.
An opportunity for English majors to work off-campus and put into practice those skills acquired within departmental programs. The co-op course requires a written report to be evaluated by the School Director. In addition, the department will require an evaluation from the employer.
By arrangement with the Chair
1-6 semester hours

ENGLISH 201
Fiction Writing
Extensive writing in short fiction. Progression from simple narrative, basic character description, dialogue and scene writing to vignette, short-short and short story. Marketing advice. Specific emphasis varies with instructor. Designed for the undergraduate who writes well but needs practice, direction, motivation.
Offered: Every two years
3 semester hours

ENGLISH 205
Poetry Writing
For students with a demonstrated basic ability in the writing of poetry. Introduction to the techniques of poetry, covering such elements as meter, rhyme, image patterns, stanza forms, lyric, dramatic, narrative modes, blank verse, and free verse. Some history of poetic movements. Study of contemporary poetry. Work in the course is mainly writing and discussing of student poems.
Offered: Every two years
3 semester hours

ENGLISH 218
Autobiographical Writing
This course focuses on the use of personal experience and history as the basis for literary pieces such as travel, memoir, and epistolary writing. Students learn how to process their experiences through writing.
Offered: Every two years
3 semester hours

ENGLISH 220
Literature for Travel and Adventure
This course focuses on fiction and non-fiction works of travel and adventure in literature from the ancient Greeks to today. The course explores the various styles, themes, and purposes of travel and adventure writing; how locations, encounters, and beliefs influence individual works; and how travel literature affects and shapes its audience.
Offered: Every two years
3 semester hours

ENGLISH 228
Ethnic American Literature
Ethnic American Literature examines the literature of America’s ethnic groups, with particular focus on the 20th Century. The course inquires into the origin of ethnic self-identification as well as the issue of race in America; drawing upon significant literature written by representatives of such groups as Native Americans, Hispanics, Jews, Asians, Blacks and Italians.
Offered: Every two years
3 semester hours

ENGLISH 308
Advanced Creative Writing
Seminar workshop: Considerable attention to the creative desires of individual students. Stu-
English

Major Figures in Literature
This course is offered in three one-credit sections, each section dealing with representative works of a major writer, and lasting one-third of a semester. Students may register for one or more sections. Usually the writers are related by either period or genre, as in the case of Henrik Ibsen, George Bernard Shaw, and Anton Chekhov, or Jack Kerouac, Henry Miller, and Sylvia Plath. Co-requisite: ENGL 101

1 semester hour

ENGLISH 107
Masterpieces of English Literature
An attempt to get some feeling for and pleasure from the development and continuity of English literature. Readings and discussions of selected major works by major authors such as Chaucer, Shakespeare, Milton, Swift, Blake, Wordsworth, Dickens, Tennyson, and Lawrence. Co-requisite: ENGL 101

3 semester hours

ENGLISH 207
American Literature I
A survey of the major literary movements and their cultural contexts from the writings of the first settlers to the establishment of a uniquely American literature in the mid-nineteenth century. Prerequisite: ENGL 101

3 semester hours

ENGLISH 208
American Literature II
A survey of the literature of transition from an era of traditional and idealized values to one of realist and relativist perceptions, covering the period from the Civil War to World War II. Prerequisite: ENGL 101

3 semester hours

ENGLISH 209
British Literature I
A survey of British literature from the beginnings to the eighteenth century. Prerequisite: ENGL 101

3 semester hours

ENGLISH 210
British Literature II
A survey of British literature from the eighteenth century through the twentieth century. Prerequisite: ENGL 101

3 semester hours

ENGLISH 212
Masterpieces of World Literature
An introduction to some of the core texts from the East and West, reflecting ancient, classical, and medieval traditions of great world cultures, ending with one or two masterpieces from the Early Modern period. Selections are drawn from the Bhagavad Gita, Gilgamesh, the Bible, Homer, Greek tragedy and comedy, Plato, Virgil, Dante, Cervantes, and others. Prerequisite: ENGL 101

3 semester hours

ENGLISH 213
Contemporary Drama
Dramatic works by British and American authors as well as works in translation primarily since World War II. Emphasis will be upon how to read a play, the difference between technical appeal and meaning, and similar fundamentals for reading drama for maximum understanding. The work of playwrights such as Williams, Albee, Pinter, Behan, Ionesco, Handke, Beckett and Shepard will typically be included. Co-requisite: ENGL 101

3 semester hours

ENGLISH 215
Thematic Studies in Literature
Introductory studies of literature in relation to major areas of concern in contemporary life. Courses will vary from semester to semester. Topics included are Travel and Adventure, Murder, Madness, Ethnic American Literature, and Law and Justice. Co-requisite: ENGL 101

3 semester hours

ENGLISH 216
Introduction to Poetry
By reading, discussing, and writing about a variety of English and American poems, students will develop their ability to read, understand, and enjoy poetry. Prerequisite: ENGL 101

3 semester hours

ENGLISH 223
Modern African-American Literature
Study of the fiction, drama, poetry, and essays of such significant black writers as Richard Wright, James Baldwin, Ralph Ellison, Lorraine Hansberry, Arna Bontemps, Malcolm X, and Toni Morrison. Co-requisite: ENGL 101

3 semester hours

ENGLISH 233
The Roots of Modern Culture
Topics and themes important to the understanding of the origin and development of modern Western society and culture. Subjects such as industrialism, the growth of the city, class conflict, the emergence of new values and expectations, the importance of war, and the role of minorities are explored in a variety of literary and historical texts. Prerequisite: ENGL 101

(Cross-listed as History 233)

3 semester hours

ENGLISH 252
Women in Literature
The course explores literary and gender studies, including stereotypes, myths and realities in the way women are viewed in literature. Authors include: D.H. Kate Chopin, Henrik Ibsen, Virginia Woolf, Edith Wharton, and Margaret Atwood. Co-requisite: ENGL 101

3 semester hours

ENGLISH 305
Shakespeare
Selected examples of the comedies, tragedies,
and history plays. While the main emphasis is the dramatic structure of the plays, some considera-
tion is given to the Renaissance, political, religious, and social backgrounds of the plays.
Prerequisite: ENGL 101
3 semester hours

ENGLISH 322
Understanding English Grammar
This course is intended for anyone who is inter-

tested in understanding English, but particularly
for those intending to teach English at the
secondary level. It takes a structural approach to
English grammar, focusing on ten descriptive
sentence patterns and classifying works
based on English usage. Prerequisite: ENGL 101
3 semester hours

ENGLISH 325
Contemporary Poetry
Lectures and discussion concerning such
movements as Modernism, Imagism, and Femi-
nism in 20th century poetry. Can involve ex-
amination of non-Western poetry. Topics vary
from year to year as the English faculty may
direct. Prerequisite: ENGL 101
3 semester hours

ENGLISH 330
Studies in 19th Century American Literature
A variable content course covering the close
study of individual authors (Hawthorne, Mel-
ville, Poe, Twain, Emerson) and major literary
movements of the century (Romanticism, Natu-
ralism, Realism). Prerequisite: ENGL 101
3 semester hours

ENGLISH 332
Studies in 20th Century American Literature
A variable content course covering such ma-
jor novelists and poets as Fitzgerald, Heming-
way, Faulkner, Dos Passos, Wright, Updike,
Morrison, Eliot, Frost, and Stevens, as well as
contemporary fiction and poetry. Prerequisite:
ENGL 101
3 semester hours

ENGLISH 357
Studies in the Novel
A variable content course covering major
figures and movements in the development of
the novel from the 18th Century to the present.
The authors studied are primarily, but not ex-
clusively, North American and British. Prereq-
uisite: ENGL 101
3 semester hours

ENGLISH 395
Topics in Literature
Taught in seminar fashion, this course concen-
trates on one or two major writers or a general
theme. Recent topics have been Jane Austen,
Charles Dickens, Yeats, the novel in transition.
The Spirit of ’76: Literature of Early American
Republic; Literature and Psychology; the Quest;
Literature of Revolt. Prerequisite: ENGL 101
3 semester hours

ENGLISH 397
Thesis
The undergraduate English thesis course is an
independent study designed for majors with
Literature concentrations. Under the guidance
of a faculty member, the student will develop
a research plan leading to a thesis in his or her
area of interest. Requires prior approval of the
department head. Prerequisite: ENGL 101
3 semester hours

ENGLISH 398
Internship
Professional, supervised, unpaid work in an or-
ganization related to career goals. Prerequisite:
Permission of advisor and dean.
3 semester hours

ENGLISH 399
Independent Studies
For the student who wishes to specialize in
advanced projects not covered by the regu-
lar course offerings. Individual or small group
conferences with designated advisor. Prerequi-
site: Permission of dean.
1-6 semester hours

Fashion Merchandising

FASHION MERCHANDISING 101
Fashion Fundamentals
The course includes an overview of the fash-
ion industry; the changing world of fashion,
history of retailing, the producers of fashion,
global fashion markets, influential designers,
and the auxiliary levels of fashion. This course
also explores careers in fashion, and the most
up-to-date computer technology. Students
learn to use the basic technology to perform
merchandising activities for manufacturers, con-
tactors, and retailers. This course uses PDM
(Product Data Management) and Micrografs
designer applications. PDM is the standard for
the industry and Micrografs is a CAD system
used to create silhouettes, color, fabrics, and
manipulate images that interface with PDM.
Prerequisites: A trip to the NYC Fashion Mar-
kets is required.
3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 107
HOME FURNISHINGS
The importance of home furnishing in the
marketplace has expanded as new stores dedi-
cated to home goods have opened and depart-
ment stores have enlarged their home good
departments. This course presents a comprehen-
sive coverage of the materials and products
used in home furnishings in the global market,
and gives our students an opportunity to focus
on the merchandising and marketing of these
products in retail stores today.
3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 270
Fashion Show
A practical study of the techniques for Fashion
Show production. The ultimate result is a fash-
ion show presentation showing current styles
from the New York and local fashion markets.
Course includes planning, budgeting, organiz-
ing, writing commentaries, promoting, choos-
ing fashions, staging and reviewing for the final
show.
3 semester hour
Offered: Alternating semesters annually

FASHION MERCHANDISING OR RETAILING 299
Independent Study in Fashion Merchandising or
Retailing Techniques
Prerequisite: Permission of the Director and
Advisor. Senior's only.
1-3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 303
History of Costume
An introduction to the development of cloth-
ing and period dress. Includes clothing designs
and fabrications from Mesopotamia, Greek,
Roman, Byzantine, the 12th, 13th, 14th, 15th
and 16th Century, Renaissance, 17th Century
Baroque, 18th, 19th Century through modern
dress. A portfolio of historical and modern day adaptations of clothing is required. Prerequisites: FM101.
3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 398
Internship Experience
Field study of an organization in action. Students participate in an internship experience at an outside organization in the Fashion or Retail Industries. Students receive a performance evaluation from their supervisor in that organization and from an FM faculty evaluator who will visit the internship site periodically during the term. Students submit a paper with an analysis of their experiential learning.
3 semester hours
Offered: Every Semesters

Finance

FINANCE 309
Financial Management
Fundamental tools of analysis for the financial management of the firm. Sources and uses of funds analysis for capital budgeting and working capital management. Prerequisites: ECON 201 and 202, CAIS 102; junior or senior status.
3 semester hours

FINANCE 321
Investment Principles
Provides the student with the tools necessary for evaluating investments, including stocks, bonds, options and commodities. Additionally, it presents a systematic methodology for constructing efficient portfolios and evaluating portfolio performance. Prerequisite: FIN 309; junior or senior status.
3 semester hours

FINANCE 345
Management of Financial Institutions
Financial management concepts and techniques for the managerial problems of depository institutions. Includes traditional bank management concerns and those resulting from the changing economic environment. Prerequisites: ECON 301; FIN 309; junior or senior status.
3 semester hours

FINANCE 366
Advanced Financial Management
General survey of financial theories, from the viewpoint of both the financial officer or manager and creditor or stockholder. Prerequisites: FIN 309 and FIN 321; junior or senior status.
3 semester hours

First Year Seminar

FIRST YEAR SEMINAR 101
First Year Seminar
First Year Seminar helps first-year students get the most out of their college experience. Specifically, the purposes and learning outcomes of the course are (A) to develop a love of learning, (B) to examine and practice the norms of UB’s academic culture, and (C) to acquire and hone the thinking skills that lead to success in college. As a seminar, the course emphasizes guided discussion of challenging texts.
3 semester hours

FIRST YEAR SEMINAR 102
First Year Seminar
The purpose of the First Year Seminar 102 course is to awaken intellectual curiosity and foster a strong commitment to academic culture. As an adult student in an accelerated program, the Seminar course is designed to encourage students to be active participants and to acquaint (or re-acquaint) students with the performance skills, thinking skills, and personal qualities necessary to succeed as an adult learner.
3 semester hours

French

FRENCH 101
Elementary French I
This course is for students who have little or no knowledge of French. Emphasis on listening, speaking, reading and writing skills. Instruction based on in-class use of videocassettes and regular laboratory attendance.
3 semester hours

FRENCH 102
Elementary French II
Continuation of French 101. Further development of listening, speaking, reading and writing skills. Introduction to contemporary French customs through use of videocassettes and reading of selected passages of literature. Emphasis on basic structural linguistics. Laboratory attendance essential. Prerequisite: FREN 101.
3 semester hours

FRENCH 103
Intermediate French I
Provides a systematic review of grammatical structures. Dictées. Introduction to various short literary texts by Francophone authors. Use of videocassette program and attendance at laboratory as needed. Prerequisite: FREN 102, or four years of high school French.
3 semester hours

FRENCH 104
Intermediate French II
This course is conducted entirely in French, with emphasis on reading, writing, and oral presentations by students. Study of texts by Gide, Proust, Claudel, Romain, Pragnol, Saint-Exupéry, Sartre, Camus, Senghor, Césaire, and others, including selections from the Surrealists and authors of the nouveau roman.
3 semester hours

FRENCH 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director.
3 semester hours

FRENCH 399
Individual Study
Special projects on topics not studied in detail in regular courses, or projects on topics included in regular courses when those courses are not available. Prerequisite: Permission required of School Director.
1-6 semester hours

Geology

GEOLOGY 205
Environmental Geology
The application of geology to problems arising out of the interaction of man and the planet. Topics include natural resources and conservation, geothermal energy, geological hazards
such as earthquakes, volcano, floods, mass movement and subsidence; and geology and regional planning; field trips. Recommended: a course in laboratory science

2 lecture periods; 1 two-hour laboratory period; 3 semester hours

Health Sciences

HEALTH SCIENCES 101
Seminar in Healthcare Professions
This seminar course prepares the health sciences student with an overview of a variety of the healthcare professions and professionals. Daily activities and responsibilities, scope of practice, training, credentialing and philosophy of practice are explored for various health professions (e.g., medical, osteopathic, naturopathic, chiropractic, dental and veterinary physicians, acupuncturist, physical therapist, medical technologist, dental hygiene, health education, etc.)

3 semester hours

HEALTH SCIENCES 102
Current Topics in Health Sciences
This required health science seminar course is designed to engage students in open discussions and debate of current topics impacting the health professions

1 semester hour

HEALTH SCIENCES 201
Medical Terminology
This course introduces concepts and terms that are used within the health sciences and related fields.

1 semester hour

HEALTH SCIENCE 240
Theory and Practice of Community Health Education
An introductory course that will provide students with the historical, philosophical and theoretical principles that govern the development of health education. Health promotion, the role of the health educator in clinical, community and school systems will be emphasized. Ethical issues, careers, organizations and future trends in the profession will also be examined.

3 semester hours

HEALTH SCIENCES 250
Intro to Community Health Education
This is an introductory course on public health principles and the current delivery systems in the US. It introduces the major areas of public health, epidemiology, health care management, environmental and social behavioral health, health informatics. Current problems and alternative solutions will also be examined.

3 semester hours

HEALTH SCIENCES 255
Community Health Planning and Evaluation
Students will be provided with an overall process of planning and evaluating community health education programs as they relate to defined populations in a variety of settings. Emphasis is placed on impact assessment, program design, and efficiency measurement.

3 semester hours

HEALTH SCIENCES 260
Intro to Exercise Science
This course presents an overview of the field of Exercise Science, including its development, professional activities and sub-disciplines.

3 semester hours

HEALTH SCIENCES 280
Community Health Promotion
This course is designed to provide students with an overall understanding of principles and theories of health promotion as it relates to defined populations in a variety of settings.

3 semester hours

HEALTH SCIENCES 301
Biomechanics
This course provides an introduction to concepts of mechanics as they apply to human movement, particularly those pertaining to occupational work, exercise, sport, and general physical activity. The student will gain an understanding of mechanical and anatomical principles governing human motion and develop the ability to link the structure of the human body with its function from the perspective of rigid body and deformational mechanics as they apply to biological tissues including bone, muscle, and connective tissue. Students will be expected to develop an understanding of the important issues regarding the application of engineering tools in the study of biological mechanics. Pre-requisite PHYS 201, BIO 113, HSCI 321 or BIO 114

4 semester hours

HEALTH SCIENCES 320
Food Sanitation
The course introduces concepts related to the production, storage, preparation of food for human consumption. Attention is given to disease processes and their relationship to food preparation and consumption. Topics covered also include the commercial, social, and legal environments of food production and recall of contaminated food.

3 semester hours

HEALTH SCIENCES 321
Exercise Science Anatomy & Physiology
This course focuses on anatomy and physiology from the perspective of an exercise scientist. Nervous, skeletal and muscular systems are studied as primary functional systems in the context of exercise and performance. Cardiovascular, respiratory and urinary systems are studied as primary support systems in the context of exercise and performance. Other systems are studied as secondary support systems. This course is intended to replace general anatomy and physiology for students on the Exercise and Fitness track. A one credit laboratory component is also included.

4 semester hours

HEALTH SCIENCES 325
Exercise Physiology
This course examines how muscles make energy under exercise stress and how fitness behaviors and strategies affect performance, health and wellness. Emphasis is placed upon the muscular performance at the cellular/molecular level, as well as cardiovascular, respiratory, and other physiological processes that occur as a result of exercise and training. A one credit laboratory component is also included. Pre-requisite BIOL 113, HSCI 321 or BIOL 114, CHEM 113, CHEM 114, MATH 105

4 semester hours

HEALTH SCIENCES 326
Health Policy and Management
The influence of policy and management of community health education will be examined. Societal and professional influences emerging threats on health and health policy will be discussed.

3 semester hours

HEALTH SCIENCES 330
Health Care Administration
This course is designed to familiarize the student with the administrative concepts necessary to effectively administer health facilities and departments. Emphasis is placed on leadership, decision making and problem solving skills.

3 semester hours

HEALTH SCIENCES 331
Kinesiology
The gross anatomy of the skeletal and muscular systems and the analysis and study of human movement and biomechanics are the focus of this course. Emphasis is placed on anatomical and mechanical analysis of motion as it pertains to movement in sport and exercise. Prerequisite PHYS 201

3 semester hours
Health Sciences • History

HEALTH SCIENCE 335
Health Issues for Special Needs Populations
This course introduces students to special needs populations, including those who are recovering from recent illness or accidents. Attention is given to resources (medical, social, and legal) in the support of these populations. 3 semester hours

HEALTH SCIENCES 341
Strength & Conditioning
This course covers the anatomy and physiology, training sequences, available equipment, and safety factors, including contra indications, in the optimal development of strength and conditioning. Prerequisites: BIOL 113, BIOL 114, HSCI 321 3 semester hours

HEALTH SCIENCE 345
Comparative Diet Strategies
This course explores and compares various dietary strategies, including low-fat, high-carbohydrate, high-protein, macronutrient-balanced, macrobiotic, high-fiber, vegetarian, vegan, Paleolithic, and Mediterranean. The pros and cons of these various approaches are discussed, along with the evidence-base that exists, or does not exist, to support their use. Prerequisite: BIOL 205 3 semester hours

HEALTH SCIENCES 350
Community Nutrition
A basic knowledge and understanding of the applied science of community nutrition for the purpose of enhancing health of populations is provided. The course presupposes a fundamentals course in nutrition science and does not teach this. Rather, the process of conceiving, planning, funding, creating, implementing and managing of nutrition education, feeding and/or other intervention programs for various constituencies (elderly populations, handicapped, children, college students, etc.) is covered. Governmental feeding programs and policies as well as critiques of these and alternatives to these are discussed. The course emphasizes assessment of and critical thinking about problems and opportunities within communities as they relate to nutritional health. Problem solving and identification of resources towards better health is stressed. Prerequisite: NUTR 205 3 semester hour

HEALTH SCIENCES 361
Fitness and Wellness Program Development
The course examines features of fitness and wellness program design and development. Disease prevention as a feature of fitness and wellness is studied in detail, with attention to social systems and infrastructure. Prerequisites: BIOL 113, BIOL 114, HSCI 321 3 semester hours

HEALTH SCIENCES 361
Fitness Assessment
Examination of topics such as body composition, cardio respiratory fitness, nutritional analysis, pulmonary function, flexibility, muscular strength with respect to the development of individual fitness assessment programs. Prerequisites BIOL 113, BIOL 114, HSCI 321 3 semester hours

HEALTH SCIENCE 365
Epidemiology for Health Science Professionals
The course introduces the study of disease process, with special attention to transmission, containment, and treatment. Topics covered include urban environments, travel, socioeconomic conditions affecting the spread of disease, and the like. Prerequisite: Biotistics. 3 semester hours

HEALTH SCIENCES 380
Internship in Nutrition
A senior-year supervised field experience, conducted in a University approved setting, which is designed to provide the student with career related experience in the field of health and nutrition science. 3 semester hours

HEALTH SCIENCES 381
Internship in Exercise & Fitness
A structured off-campus learning experience designed to provide senior students with a practical professional experience in Fitness and Exercise Science. 3 semester hours

HEALTH SCIENCE 385
Community Health Education Internship
Professional field experience will provide students an opportunity to apply previously acquired knowledge and skills in the assessment, planning, implementation, and evaluation phases of community health education. 3 semester hours

HEALTH SCIENCES 401
Health Sciences Information Literacy
This course introduces topics in information literacy, including information analysis and evaluation, the most important databases in health care and health sciences fields, and the like. Prerequisites: BIOL 113, BIOL 114, CHEM 113, CHEM 114, HSCI 321, MATH 203, MATH 203B 3 semester hours

HEALTH SCIENCE 420
Food Service Management
The basic principles of managing a food service operation are explored. Topics covered include human resource development; marketing and branding; environmental control and community responsibility; microbiology, sanitation, food-borne illness prevention and first-aid; general safety regulations and procedures including fire prevention; facility set-up as to equipment, cleanliness and maintenance; and production of meals from sourcing of raw materials through to client consumption. Practical field experiences are included. Prerequisite: NUTR 205 3 semester hours

HEALTH SCIENCE 460
Vitamins & Minerals
Basic and clinical aspects of macronutrients will be discussed with emphasis on vitamin and mineral metabolism at the cellular and tissue level. Lectures will include specific functions, requirements, sources, and effects of deficiencies and excesses of vitamins and minerals. Prerequisite: NUTR 205 3 semester hours

HEALTH SCIENCES 470
Clinical Herbology and Botany
This course presents a study of the use of herbs in nutritional practice. Lectures will include the plant sources, mechanism of action, pharmacological/toxicological properties, and clinical applications of individual medicinal herbs commonly used for the promotion of health. 3 semester hours

HEALTH SCIENCES 471
Exercise Nutrition
The course examines aspects of sports nutrition detailing proper dietary and nutritional supplement protocols for enhancing endurance and performance during exercise and sports. Prerequisites: BIOL 113, BIOL 114, CHEM 113, CHEM 114, HSCI 321, NUTR 205 3 semester hours

History

HISTORY 100
Major Figures in World History
This course is offered in three one-semester hour sections, each section dealing with one person of historical significance, and lasting 12 class periods. Students may register for one or more sections. Usually the three persons are related chronologically or thematically, as in the case of Hitler, Mussolini and Stalin, or Washington, Jefferson and Adams, or Florence Nightingale, Emmeline Pankhurst, and Emma Goldman.
History

Offered: Every two years
3 semester hours

HISTORY 101
World Civilization I to the 17th Century
The first semester of a historical survey of world cultures. The development of social, political, economic, and religious institutions and the major trends of philosophy, science, literature, and art.
Offered: Every other semester
3 semester hours

HISTORY 102
World Civilization II — 17th Century to the Present
The second semester of a historical survey of major world cultures. Because of the nature of the period studied, additional emphasis on political, economic and social developments and on the role of science and technology.
Offered: Every other semester
3 semester hours

HISTORY 207
American History to 1877
European background to discovery and exploration. The English colonies; struggle for North America; the Revolution; constitutional development; growth of democracy; westward expansion; sectionalism; Civil War and Reconstruction. Major political, social, economic, and cultural trends in American society through Reconstruction.
Offered: Every other semester
3 semester hours

HISTORY 208
American History Since 1877
Gilded Age; industrial development; big business; expansion; imperialism; the U.S. as a world power; wars and foreign affairs; constitutional trends; political developments, economic and social trends and problems; cultural trends.
Offered: Every other semester
3 semester hours

HISTORY 222
The Ancient Greeks
From pre-Mycenaean times to the Hellenistic period, ending in 146 B.C. Emphasis on institutions, everyday life, ideas, and culture.
Offered: Every two years
3 semester hours

HISTORY 223
Ancient Rome
From earliest Roman society to the time of Constantine. Emphasis on institutions of the Roman Republic and Empire and their impact on Western Civilization.
Offered: Every two years
3 semester hours

HISTORY 228
Foundation of Modern England
Examination of social, economic, political and cultural resources and events from the English Renaissance under Henry VIII (1509) to the Colonial wars under George III (1783). Special focus on the Reformation, Civil War, Cromwell and the Glorious Revolution (1688); early development of Empire; life-styles and culture or rural and early industrial society.
3 semester hours

HISTORY 230
The Civil Rights Movement
3 semester hours

HISTORY 232
History of Science
This course provides a global perspective on the growth of human knowledge by tracing the development of science and technology from the beginning of civilization to the present day.
3 semester hours

HISTORY 233
Roots of Modern Culture
Topics and themes important to the understanding of the origin and development of modern Western society and culture. Subjects such as industrialism, the growth of the city, class conflict, the emergence of new values and expectations, the importance of war, and the role of minorities are explored in a variety of literary and historical texts. (Cross-listed as English 233)
Offered: Every two years
3 semester hours

HISTORY 239
Independent Study in History
Designed for the student who wishes to develop a survey project not covered by the listed course offerings. Individual or group conferences with designated faculty advisor. Prerequisite: Permission of School Director
Offered: Every semester
1-6 semester hours

HISTORY 304
Civil War and Reconstruction
Causes of the war; sectionalism, slavery, the territories, economic, social and intellectual factors, secession and war; major military campaigns, constitutional developments, presidential and congressional reconstruction, and the disputed election of 1876.
Offered: Every two years
3 semester hours

HISTORY 316
Early African-American History
A study of the slavery experience from 1619 to 1877 focusing on the political, social, and economic aspects of the system, and the varieties of resistance to the system.
Offered: Every two years
3 semester hours

HISTORY 317
Twentieth Century African-American History
Emphasis is placed on the struggle of African Americans to attain full rights of citizenship. Examination of African-American leadership, its ideas, and the impact of its ideas upon various African-American movements, such as integration, emigration, separatism, civil rights, and black power.
Offered: Every two years
3 semester hours

HISTORY 335
Topics in European/Non-West History
3 semester hours

HISTORY 336
Portrait of an Age
Comprehensive study of life and manners of a particular historical period, with emphasis on original sources such as diaries, memoirs, official records, literature, art and music. Periods could include the ante-bellum South, the Gilded Age, Victorian Society in England or the United States, France in the time of Louis XIV, and so on. May be repeated for credit if topics vary.
Offered: Every two years
3 semester hours

HISTORY 350
Connecticut History
The history and geography of Connecticut and study of the political and social development of Connecticut towns, lands and political institutions.
3 semester hours

HISTORY 351
Studies in African History and Culture
Examinations of African historiography up to, including, and after the period of colonization, as well as of the concepts underlying African religions.
Offered: Every two years
3 semester hours

HISTORY 361
Modern Africa
This course takes up where History 360 leaves off. It addresses the following: 19th century colonialism in Africa, African resistance to European colonization, African independence movements, decolonization in the mid 20th century and the subsequent establishment of independent African states.
History • Human Services

Offered: Every two years
3 semester hours
HISTORY 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director.
3 semester hours

HUMAN SERVICES 150
Career Management
This course prepares students to manage their personal careers early in their college experience for their eventual college to work transition. Through self-exploration, students learn more about themselves in relationship to the world of work and about creating college experiences that will make them more marketable in a global community.
1-3 semester hours
HUMAN SERVICES 201
Introduction to Counseling
This course focuses on skills, theories and techniques of the helping profession. The importance of helpers knowing themselves is crucial in the helping field. An integrated, experiential component designed for self-exploration and increased understanding of self is explored through family of origin work.
3 semester hours

HUMAN SERVICES 203
Introduction to Human Services
This course briefly explores the historical beginnings of the human service field and focuses on the present day service delivery models, the needs of clients and the training of human service professionals. An integrated approach including community site visits and case studies will assist students in gaining a firm understanding of this field.
3 semester hours

HUMAN SERVICES 205
Counseling Methods for Specialized Populations
Students study through biographies specialized populations (i.e. those with mental and physical disabilities, drug and alcohol users, and emotionally, physically, and sexually abused) while becoming familiar with the various counseling approaches useful in effecting changes in these individuals.
3 semester hours

HUMAN SERVICES 225
Sign Language I
This course introduces students to the Art of Sign Language. Using American Sign Language they will be able to communicate on a basic level. Students will learn subtle aspects of language, such as facial expression, gestures (non-verbal communication), use of classifiers, and directional verbs. Students will perfect the manual alphabet and be able to use it in their everyday interactions if needed.
3 semester hours

HUMAN SERVICES 230
Sign Language II
Sign Language II will reinforce the knowledge students have gained in Sign Language I. Using American Sign Language, students will begin to speak more fluently. Their skills will be perfected as they continue to learn subtle aspects of the language, such as facial expressions, gestures, from verbal communications, use of classifiers, and directional verbs. Students will perfect the manual alphabet and be able to use it in their everyday interactions when needed.
3 semester hours

HUMAN SERVICES 277
Practicum in Human Services
Students enrolled in the practicum receive individually arranged on-site placement in human service agencies. This arrangement is intended to provide students the opportunity to experientially investigate the specific area of interest that they have developed and/or to allow for the individualization necessary to meet the student’s specific skill area needs. Students are expected to be concurrently in a class where they have an opportunity to discuss and process their on-site learning experiences.
1-6 semester hours (Every Semester)

HUMAN SERVICES 299
Special Topics
Investigation of current topics in the human services field.
1-6 semester hours

HUMAN SERVICES 301
Crisis Management
This course provides a background in cultural diversity and competence specifically related to human services settings. This includes culturally centered communication skills related to clients. It also includes sensitivity and awareness around the design and implementation of human services programs. The course will help students effectively navigate ethnic, race, gender and age related issues as they relate to client service and program development.
3 semester hours

HUMAN SERVICES 302
Multicultural Perspectives in Human Services
Students are exposed to models of crisis intervention that facilitate crisis resolution. Crisis theory, critical factors, developmental and situational crisis as well as intervention with unique populations and special issues are discussed. Course includes competency-based skill-building exercises.
3 semester hours

HUMAN SERVICES 305
Strategies and Techniques of Group Interaction
Students become aware of strategies and techniques of group interaction as they relate to behavioral outcomes. Different theoretical models will be offered and opportunities will be given to demonstrate the effectiveness of specific approaches to unique populations.
3 semester hours
HUMAN SERVICES 312
Internship in Human Services
The internship differs from the practicum in that it emphasizes the organizational aspects of the placement, i.e. management, planning, research, etc.
1-6 semester hours

HUMAN SERVICES 315
Substance Abuse and Chemical Dependency
This course concentrates on assessment and diagnosis of substance abuse and chemical dependency as well as the different treatment modalities and methods used to help the addicted. Included in the course will be a look at the different addictions and compulsive behavior patterns including alcohol and other drug dependency, gambling, and eating disorders.
3 semester hours

HUMAN SERVICES 316
Strategies for Effective Families
This course explores functional and dysfunctional families. Students will gain an understanding of the family system and methods of intervention and treatment for the family as well as individuals within the family.
3 semester hours

HUMAN SERVICES 320
Applied Ethics for Human Services Professionals
A general introduction to basic ethical principles as applied to human services and direct support workers across a spectrum of programs. Programs include work in hospital, community, day care, school, recreational, rehabilitation and mental health settings. Students apply ethical principles throughout the course to topics and case studies from the class text and from actual examples from their own practicum placements. Students engage in reading, discussion, writing, and individual presentations during the course. Students recognize basic ethical terminology, apply ethical models to relevant cases, and draft their own ethical decision-making model as a product of this course.
3 semester hours

HUMAN SERVICES 331
Process of Living and Dying
A seminar based on the premise that death and dying are closely related to life and living. This course explores the processes of death and dying, its effect on family members, cultural attitudes toward death, and various professional and paraprofessional roles available to deal with these issues.
3 semester hours

HUMAN SERVICES 333
Social Policy and Administration
This course introduces the student to the various components of social policy; formation, implementation, administration, and evaluation. Theoretical issues as well as historical factors in policy are presented. Practical problems in administration of non-profit agencies are presented and analyzed.
3 semester hours

HUMAN SERVICES 350
Seminar in Human Services
This seminar course is designed as a culminating experience incorporating primary readings and case studies. Students will have an opportunity to explore and discern current issues and personal interests in the human service field.
3 semester hours

HUMAN SERVICES 351
Social Gerontology
This course deals with societal aspects of aging and focuses upon socio-cultural factors that contribute to patterns of aging in the USA. Topics covered include the cultural meaning of aging; the socialization process of aging; the population dimension of aging; human ecology of the aged; social stratification among the aged; deviance and crime among the aged; social power of the aged; and social change and the aged. Prerequisites: HUSV 101 or SOC 101
3 semester hours

HUMAN SERVICES 389
Seminar in Critical Issues in Contemporary Gerontology
This course is interdisciplinary in its orientation and its purpose is to familiarize students with the rich diversity of professional literature contributing to the field of gerontology. In addition, it is designed to demonstrate the linkages between theoretical issues and practical concerns in the field of aging. The course will draw upon the knowledge and experience of a variety of scientists and practitioners who will lead discussions on selected issues to be identified by the seminar's participants. Prerequisites: GERO 101 and 12 additional hours of gerontology course work
3 semester hours; upon student demand

Integrated Studies

INTEGRATED STUDIES C101
Ethical Issues in Computing
Ethical basis for dealing with technological issues involving the computer. Context for ethical decision-making; ethical relativism, utilitarianism, deontology, virtue ethics. Software piracy, intellectual property rights, computer crime, computer viruses and worms, privacy, responsibility, liability and professional ethics. The course includes oral presentations, discussions and written papers on issues currently in the news and/or related to the topics at hand. Prerequisite: ENGL C101 or Department Permission.
3 semester hours

International Business

INTERNATIONAL BUSINESS 325
Import/Export
This course surveys functions and responsibilities of international trade personnel; terms of trade; U.S. and foreign rules and regulations; documentation; methods of payment; ocean transportation; price quotations; analysis of transportation and marine insurance. Prerequisites: ECON 201, ECON 202; junior or senior status.
3 semester hours

INTERNATIONAL BUSINESS 360
Business and International Law
This course covers International Business Law fundamentals which operate as the “constitution” for international economic relations. A basic proposition of the course is that understanding International Business Law is essential to the study of International Relations, including the global economy and business.
3 semester hours

INTERNATIONAL BUSINESS 362
International Sales (Commercial) Transactions
This course introduces the basic issues in an international sales transaction. Based on the United Nations Convention on Contracts for the International Sale of Goods (CISG), the course examines formation of international sales contracts, transfer of title to goods, allocation of risk of loss, methods of financing the sale of goods, insurance of payment for goods, and rights and responsibilities of air and sea carriers.
3 semester hours

INTERNATIONAL BUSINESS 363
Settlement of International Business Disputes
This course examines the techniques and institutions available to states, corporations, or individuals for the peaceful settlement of international business disputes. It focuses on the settlement of international business disputes through such means as negotiation, mediation, arbitration, court systems of sovereignties, and the International Court of Justice.
3 semester hours
INTERNATIONAL BUSINESS 366
International Business and Customs Unions
This course examines the origins and historical development of the European Union, its institutions, business policies and special relationships with the rest of the world to create a common currency to achieve open trade in business across borders.
3 semester hours

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 201
Economics and Development
This is an introductory course of economics from a political science perspective. Major concepts and issues in both macro and micro economics will be covered, particularly as they relate to politics.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 202
Introduction to Political Economy
The Introduction to Political Economy reviews the ways in which politics, trade, and economics are intertwined in today's world. The course introduces students to basic concepts and issues in political economy and examines the factors that have contributed to the evolution of political economy and to the rise and fall of competing models of political economy.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 203
Political Economy of North America
This course examines the interactions of politics and economies of the United States, Mexico, and Canada. Issues to be covered include NAFTA, immigration, drug-trafficking, environment, terrorism, and foreign policies of the region.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 321 (IPED 321/PSCI 321)
Political Economy of East Asia
In recent decades, the East Asian region has often been described as a model of socioeconomic development, which newly developing regions should emulate. This course will encourage learners to explore the extent to which the East Asian paradigm of development is valid for other regions. This course will explore the cultural and historical factors contributing to the political and economic trajectories China, Korea, and Japan. Through studying East Asia’s unique sociopolitical and economic trajectory, students should be equipped to better contextualize and assess the challenges and opportunities currently facing the People's Republic of China, Taiwan, Hong Kong, Japan, and the Koreas.
3 semester hours

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 329
Political Economy of China
This course is designed to help students make sense of contemporary China—its dynamic social and economic changes, its lasting political culture, its enduring struggle for modernization and democratization, and its evolving relations with the rest of the world. The focus will be on major achievements, problems, and challenges facing China today. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 340 (IPED 340/PSCI 303)
Political Economy of Latin America
This course will explore pre-Colombian, as well as colonial and post-colonial political and economic development in Latin America. It will pay particular attention to socio-political developments of the Cold War period as well as recent significant initiatives such as the Santiago Commitment, MERCOSUR, and NAFTA, attempting to assess their impact upon Latin America's transformation from developmentalism, to Third World politics, to an emerging center of democratic capitalism.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 341
Political Economy of Middle East
This course will familiarize the students with the patterns of economic development and the evolution of economic institutions in the Middle East and North Africa region after World War Two. To the extent that political and social institutions are relevant for understanding the region's economic development, the course will also cover these subjects selectively. For example the students will learn about how regional instability and political institutions of MENA countries have affected their ability to implement economic reforms. Another important topic that will be covered in detail is the impact of oil wealth on political and economic development of the region. The course will also familiarize the students with tools and procedures of country analysis and regional analysis and apply these tools to understanding the present conditions of the MENA countries with an eye to the future trends. The emphasis will be on analysis of the main drivers of economic growth such as the leading economic indicators, prospects for macroeconomic stability, and major risk factors that could have an adverse effect on business climate.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 345
Political Economy of EU
This course studies the origin, evolution and current development of the European Union. Focus will be on the political, economic, and social impact of EU on Europe as a whole, on individual member state, and on EU-US relations. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 390
Multinational Corporations in IPED
This course analyzes the role of MNCs in IPE. Topics include the nature, objectives, and decisions of MNCs in today's politics and economics, the political and economic implications of foreign direct investment, and the effects of MNCs' operations overseas on the political economy of the host country and the home country such as issues of outsourcing and insourcing. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 391
Sustainable Development
Focus will be on the political, economic, and current development of the European Union. This course studies the origin, evolution and current development of the European Union. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 392
The Geopolitics of Oil
Due to its critical importance in world economy, petroleum has assumed a significant role in the maintenance of a stable international political, economic, and security order. This course examines the international political economy associated with the exploration, production, trading, and consumption of petroleum. It focuses on how petroleum influences global and regional politics and economics in an interdependent world. Instructor's permission may be required for this course.
3 semester credits
Literature and Civilization

required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 395

Political Economy of Environment
This course studies various environmental issues in international political economy. A global perspective is stressed with references made to several international environmental agreements, their enforcement, and their impact on global and regional economy. The course will also discuss issues related to environment such as epidemics and their relations to international political economy. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 396

Seminar on IPED
This is an advanced research seminar for IPED majors. It focuses on IPE research methods and senior thesis writing. Instructor's permission may be required for this course.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 399

Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director.
1-3 semester hours

Korean

KOREAN 101

Elementary Korean I
Introduction to the Korean language, stressing speaking, listening, reading and writing. The course will feature the Korean writing system, and introduce the student to the language's phonetic/phonemic structure gradually, with additional stress on pronunciations, aural comprehension and basic conversation.
3 semester hours

KOREAN 102

Elementary Korean II
Continuation of Korean 101. Prerequisite: KOREAN 101
3 semester hours

KOREAN 103

Intermediate Korean I
Conversation based on the reading of modern prose texts. Drill in written and oral expression. Prerequisite: KOREAN 102
3 semester hours

KOREAN 104

Intermediate Korean II
Continuation of Korean 103. Prerequisite: KOREAN 103
3 semester hours

KOREAN 399

Independent Study
Special projects on topics not studied in depth in regular courses, or on topics included in regular courses when those courses are not available. Prerequisite: Permission of advisor and School Director.
1-6 semester hours

Law

LAW 251

Business Law I
Court systems, sources of law in the United States, the constitutional basis of the legal system, government power to regulate business, the types and powers of administrative agencies, civil dispute resolution and alternatives to civil litigation; the law of contracts, fairness and good faith in interpretation of contracts, and the United Nations Convention on Contracts for the International Sale of Goods; problems in Agency and Employment, the ethical implications of business decisions, the broad functions of criminal and tort law, the Foreign Corrupt Practices Act, and the constitutional limitations on criminal procedure.
3 semester hours

LAW 252

Business Law II
Uniform Commercial Code (Sales, Commercial Paper, Bank Deposits and Collection); business organization; Property (Personal Property, Real Property, including Landlord and Tenant, and Estates and Wills).
3 semester hours

Literature and Civilization

HUMANITIES C201A

The American Dreamer
An interdisciplinary course which employs history, literature and philosophy to examine and explain the cultures and values of a civilization over time and place. Works studied include primary historical and philosophical texts, as well as literary and artistic creations. Currently, the course looks at the civilization of the United States, focusing on the “American Dream,” its origins, growth and significance. This is a Core Heritage Course. Prerequisite: English C101 or department permission.
3 semester hours

HUMANITIES 300

Seminar
An interdisciplinary and thematic seminar that focuses on the different approaches of history, literature, and philosophy to a common theme or text.
3 semester hours

HUMANITIES 395

Thesis
The student will work closely with his or her academic advisor on a mutually acceptable project involving serious research.
3 semester hours
Management and Industrial Relations

**Management and Industrial Relations**

**MANAGEMENT 300**
**Interpersonal and Group Behavior in Organizations**
The student is introduced to behavior in organizations on interpersonal, group and intergroup levels. Group process is examined on both conceptual and experiential levels to enhance understanding of interpersonal and group processes, as well as to test and hone individual interpersonal and group participation skill. Theories of Social Psychology and Group Sociology are examined and applied. Prerequisite: junior or senior status.

*3 semester hours*

**MANAGEMENT 301**
**Operations Management**
The student is introduced to the basic tools and concepts used in managing the delivery of products and services. Inventory cost control, work flow design, development of work standards, workplace layout, quality control, project management, forecasting, capital investment planning, capacity policy and related methods for management of operations are presented in this course. Prerequisite: junior or senior status.

*3 semester hours*

**MANAGEMENT 302**
**Multicultural Management**
This course introduces students to the basics of organization and management theory, as they apply to the global market place. A cross-cultural approach is used to examine the similarities, differences and application of theory across national boundaries; and to identify those structural constants that permit business to be conducted on a global scale. Organization culture, role structure, coordination and control methods, leadership, and business strategy are the basic theoretical constructs introduced and evaluated in the course. Prerequisite: junior or senior status.

*3 semester hours*

**MANAGEMENT 305**
**Human Resource Issues in Management**
The student is introduced to current theory, research and practice in the management of human resources in organizations. Job design, recruitment, selection, performance feedback, goal setting, training, employee rights, safety, compensation and benefits issues are reviewed within the context of their application in the US as a world standard for such practices, with comparisons to customs and practices in the international arena. Prerequisite: MGMT 302; junior or senior status.

*3 semester hours*

**MANAGEMENT 311**
**Comp and Benefit Administration**
Students in this course will examine the major foundation programs and skills that under gird the current practice of Human Resource Management. Theory and method used in the design of compensation systems is explored, interviewing method and skill as applied to data gathering for problem solving or personnel selection, surveys for compensation benchmarking or employee attitude measurement, and development of performance feedback and goal setting (MBO) programs are intensively reviewed. Student projects in program applications are required. Prerequisite: MGMT 302; junior or senior status.

*3 semester hours*

**MANAGEMENT 330**
**Entrepreneurship and Small Business Management**
For starting or buying a new business, it is critical to develop practical business plans, obtain financing, develop a marketing plan, project cash flow, organize the business, and develop financial controls to take advantage of opportunities in both domestic and international markets. Work is done in teams and computer analysis is used. Prerequisites: ACCT 102, MKTG 305, and MGMT 302.

*3 semester hours*

**MANAGEMENT 340**
**Conflict and Negotiation**
The development of conflict-management and negotiating skills with particular emphasis on achieving effective and efficient outcomes within a global and multi-cultural context. Experiential exercises, readings and discussions will demonstrate various strategies for a broad range of negotiating scenarios, e.g., buyer-seller, management-labor, personal salary increase, cross-national, etc. Prerequisite: junior or senior status.

*3 semester hours*

**MANAGEMENT 342**
**Labor Law and Arbitration**
Modern labor legislation and its practical impact on present relations between labor and management. Increasing role of government through federal statutes and agencies. Historical background, principles, procedures and judicial aspects of arbitration process. Nature and function of arbitration; powers of arbitrator; and arbitration cases. Prerequisite: MGMT 305; junior or senior status.

*3 semester hours*

**MANAGEMENT 350**
**Business Policy and Strategy**
A study of decision-making including integrating analyses and policy determination at the overall management level. Students search for new knowledge and solutions to long and short term problems and opportunities in specific businesses. The coordination, integration and innovative application of theory and methods learned in previous courses are the tools of research. Accordingly, the final examination of each course shall constitute, therefore, an outcome assessment of what the student has learned in the program. This examination, normally an extensive and comprehensive case study, will be graded by several faculty members representing different and relevant disciplines.

*3 semester hours; open only to seniors*

The following courses are suggested for those students who wish to take elective courses in other disciplines which are related to or useful in the practice of management:

**Communication in Industry.**
—See MCOMM 385.

**Industrial Psychology.**
—See PSYC 309.

**Social Psychology.**
—See PSYC 305.

**Tests and Measurements.**
—See PSYC 323.

**Marketing**

**MARKETING 305**
**Principles of Marketing**
The scope and significance of marketing. The retailing and wholesaling of consumer goods. Marketing agricultural and industrial goods. Marketing policies and practices of business firms. Prerequisite: junior or senior status.

*3 semester hours*

**MARKETING 306**
**Digital Consumer Behavior**
A qualitative analysis of marketing as a sys-
Management of Promotion
Advertising, personal selling, trade support, and public relations as elements of strategy. Situation analysis planning, execution, and evaluation of promotional campaigns. Social responsibilities of the firm and some of its ethical problems. The impact of consumerism. Prerequisite: MKTG 305; junior or senior status.
3 semester hours

MARKETING 307

Marketing Research
Objectives, techniques, and limitations of library and field research applied to advertising, retailing, or sales management problems. Assignment of group projects requiring considerable initiative and resourcefulness. Measurements of individual accomplishment by both group activity and individual evaluation of the project. Prerequisites: MGMT 120 and MKTG 305; junior or senior status.
3 semester hours

MARKETING 308

Digital Marketing
New and developing digital technologies have impacted many basic platforms for which today's organizations operate and function. This course will focus on how businesses can develop, incorporate and leverage digital marketing into their overall marketing strategies. Additionally this course will investigate current e-commerce and mobile commerce trends.
3 semester hours

MARKETING 309

Service Marketing
Marketing in service industries, stressing the unique problems of marketing intangibles. This course focuses on the development, implementation and control of strategy, systems and people for effective service operations. Case studies are selected from professional services, transportation, hotels and resorts, and various other retail services. Prerequisite: MKGT 305.
3 semester hours

MARKETING 310

Advertising Management
A critique of advertising from the viewpoint of management. Case problem-solving of situations that have confronted businessmen. The impact of advertising on demand for products and services. Principal problems in the building, implementing and evaluating of advertising programs. Prerequisite: MKTG 305; junior or senior status.
3 semester hours

MARKETING 312

Retailing Management
Use of the case method to analyze and solve problems faced by senior retail executives. Case histories set forth detailed background information to train the student in developing alternative solutions and choosing from among them. Cases in each of the major fields of retail management, merchandising, publicity, personnel, control, and service activities. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 314

Multinational Marketing
Lecture and case studies, exploring cultural, political, economic and legal aspects of the development and operation of companies marketing overseas. Planning, organizing, controlling, and promoting for industrial and consumer goods. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 325

Sales Management
Management of manufacturer's salesmen. Sales department organization. Selecting, training, compensating, and supervising salesmen. Sales territories, travel expenses, quotas, and budgets. Principles are applied to concrete problems. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 326

Management of Promotion
The role of advertising in the development, implementation and control of strategy, systems and social-class analysis, culture and custom. Prerequisite: junior or senior status.
3 semester hours

MARKETING 332

Management of manufacturer's salesmen. Sales department organization. Selecting, training, compensating, and supervising salesmen. Sales territories, travel expenses, quotas, and budgets. Principles are applied to concrete problems. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 339

Retailing Management
Use of the case method to analyze and solve problems faced by senior retail executives. Case histories set forth detailed background information to train the student in developing alternative solutions and choosing from among them. Cases in each of the major fields of retail management, merchandising, publicity, personnel, control, and service activities. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 342

Multinational Marketing
Lecture and case studies, exploring cultural, political, economic and legal aspects of the development and operation of companies marketing overseas. Planning, organizing, controlling, and promoting for industrial and consumer goods. Prerequisite: MKGT 305; junior or senior status.
3 semester hours

MARKETING 360

Marketing Management
The nature and scope of marketing management. The interpretation of environmental factors affecting marketing decisions and application of managerial concepts to marketing strategy. Adaptation of resources and objectives in the development of marketing plans. Prerequisite: junior or senior status.
3 semester hours

Martial Arts Studies

MARTIAL ARTS STUDIES 110

Taijiquan Practicum 1
This course introduces the student to Taiji including the performance of the first part of the Yang Style short form. It includes an introduction to Taiji principles, and will work to expand the student's range of motion, coordination, and introduce students to Qigong level 1 training on exercises one to five. It will introduce and compare the major Taiji styles and note how they differ from each other.
1 semester hour

MARTIAL ARTS STUDIES 111

Taekwondo Practicum 2
This level of Taekwondo focuses on the development of the body to do art training. Through this course, students are expected to achieve mastery of Taekwondo forms Taegeuk No. 3 & 4, self defense techniques No. 3 & 4, kicking techniques with a focus on the Roundhouse kick and Side kick, sparring techniques with a focus on orange belt Elbow strike and Roundhouse kick breaking techniques and green belt Straight punch and Side kick breaking techniques.
1 semester hour

MARTIAL ARTS STUDIES 112

Taekwondo Practicum 3
This course focuses on enhancing the student's ability to maintain and increase physical balance. Through this course, students are expected to achieve mastery of Taekwondo forms Taegeuk No. 5 & 6 (20 motions No. 5 & 23 motions No. 6, guiding themes “wind & flowing like water”), self defense techniques No. 5 & 6, kicking techniques with a focus on the Back kick and Hook kick, sparring techniques with a focus on 1:1 basic sparring, blue belt Back fist and Back kick breaking techniques and brown belt Knife hand and Hook kick breaking techniques.
1 semester hour

MARTIAL ARTS STUDIES 114

Taekwondo Practicum 4
This level of Taekwondo class will focus on enhancing concentration skills. Through this course, students are expected to achieve mastery of Taekwondo forms Taegeuk No. 7, self defense technique No. 7, kicking techniques with a focus on the Back Spin Hook kick, sparring techniques with a focus on basic skill sparring, breaking techniques of Half Knuckle punch and Back Spin Hook kick. At the completion of this course, there will be a 1st degree black belt test for participating students.
1 semester hour

MARTIAL ARTS STUDIES 121

Taijiquan Practicum 2
This introduction to Taekwondo, commencing with instructions in essential classroom etiquette and training rules. Through this course, students are expected to achieve mastery of Taekwondo forms Taegeuk No. 1 & 2 as well as white belt Hammer Fist and Axe kick breaking techniques, and yellow belt Palm Fist and Front Snap kick breaking techniques.
1 semester hour

MARTIAL ARTS STUDIES 122

Taiji Practicum 1
This course introduces the student to Martial Arts of Taiji including the performance of the first part of the Yang Style short form. It includes an introduction to Taiji principles, and will work to expand the student's range of motion, coordination, and introduce students to Qigong level 1 training on exercises one to five. It will introduce and compare the major Taiji styles and note how they differ from each other.
1 semester hour
Taiji 3 reinforces the understanding of the one to twelve. Training level 3 on the entire set of exercises as a single unit and will include Qigong training on integrated body movement. Students will learn to incorporate Taiji principles into the first 16 movements of the Yang Style Short Form. This course will introduce students to the second part of the Yang Style Short Form. It will incorporate breathing techniques into the form and will introduce the concept of form assessment for the incorporation and execution of Taiji principles. It will build on earlier training to begin to introduce the martial arts applications of Taiji in preparation for push hands classes and Qigong training level 4 on the entire set (exercises one to twelve). This course will begin to prepare students to assume leadership roles and standardize the practice. In the study of the history of the relationship between Daoism and Taiji, we will note the differences between the received tradition of this relationship (as transmitted from master to student in the pedagogical process) versus historical documentation that, through primary sources, independently confirms the longstanding ties between the two. In the review of the linkage between Daoism and Taiji, we will focus on the cosmology of the Book of Changes, which informs the conceptual framework of Taiji, as well as influential Daoist concepts such as Wu Wei (No Action), Yin and Yang and passive values as depicted in the Laozi, Zhuangzi, the Book of Changes, and the Taijiquan Treatise.

Taiji Practicum 3

This course will introduce students to the second part of the Yang Style Short Form. Students will learn to incorporate Taiji principles into the form. At this stage, greater emphasis will be placed on integrated body movement and mind power (concentration) to move the body as a single unit and will include Qigong training level 3 on the entire set of exercises one to twelve. Taiji 3 reinforces the understanding of the physical principles (head suspended; pelvis tucked in with toe in and knee out; relaxed execution of smooth movements; exercises for overall coordination of the body and the mind-body connection. This practicum presents the first 16 movements of the Yang Style Short Form. Students will learn to demonstrate the 16 movements and begin to incorporate the physical principles into the 16 Taiji movements. Students will learn the horse stance and bow stance and be introduced to the role that they play in Taiji movements. Emphasis is on slow and relaxed movement of the body as a single coordinated unit.

Martial Arts Studies 122 Taiji Practicum 2

This course will include form correction of the first part of the Yang Style Short Form, further analysis of Taiji principles and a detailed application and study of the meaning of Taiji movements. Form correction incorporates the concept of qi into movement and into the execution of the form. The focus is on correctly executing the first 16 moves while observing Taiji’s physical principles. This course will include body strengthening and alignment using Qigong training on exercises six to twelve. It also introduces the physical principles of the seesaw movement and the concave chest. Additional instruction is provided to strengthen the body to maintain proper alignment and balance throughout the form. Form correction further seeks to eliminate the reinforcement of poor execution caused by repeating incorrect form movements in the early stages of Taiji training. Taiji 2 expands basic Qigong training by introducing Qigong exercises to promote alignment and strength. Prerequisite: Marts 121 or Instructor’s Approval based on Testing.

Martial Arts Studies 123 Taiji Practicum 3

This course will introduce students to the second part of the Yang Style Short Form. Students will learn to incorporate Taiji principles into the form. At this stage, greater emphasis will be placed on integrated body movement and mind power (concentration) to move the body as a single unit and will include Qigong training level 3 on the entire set of exercises one to twelve. Taiji 3 reinforces the understanding of the physical principles (head suspended; pelvis tucked in with toe in and knee out; relaxed execution of smooth movements; exercises for overall coordination of the body and the mind-body connection. This practicum presents the first 16 movements of the Yang Style Short Form. Students will learn to demonstrate the 16 movements and begin to incorporate the physical principles into the 16 Taiji movements. Students will learn the horse stance and bow stance and be introduced to the role that they play in Taiji movements. Emphasis is on slow and relaxed movement of the body as a single coordinated unit.

Martial Arts Studies 124 Taiji Practicum 4

This course will introduce the third part of the Yang Style Short Form. It will incorporate breathing techniques into the form and will introduce the concept of form assessment for the incorporation and execution of Taiji principles. It will build on earlier training to begin to introduce the martial arts applications of Taiji in preparation for push hands classes and Qigong training level 4 on the entire set (exercises one to twelve). This course will begin to prepare students to assume leadership roles in higher levels of study. Taiji 4 reviews Taiji’s principles and communicates how the Taiji form performance is assessed based on the principles. Both the self-defense aspects and the self-cultivation aspects (of body, mind & spirit) of the Yang Style Short Form will be presented. The class will stress ongoing individual Taiji training and students will be encouraged to develop individual Taiji training formats. This class also presents training and information required to lead Qigong classes on the entire set of twelve exercises. Prerequisite: Marts 123 or Instructor’s Approval based on Testing.

Martial Arts Studies 212 The History of Martial Arts

This course traces the origins, growth and diversification of the Martial Arts in China, Korea and Japan. Emphasis is placed on the evidence of primary historical texts, including the Five Classics of pre-Qin China as well as early histories of Korea and Japan such as the Samguk Yusa and the Kojiki. The historical information gleaned from these sources is compared to the narratives and mythologies passed down through the written and oral traditions of various schools. We examine the unfolding of the Shaolin Gongfu schools influenced by Chan as well as the Wudang tradition influenced by Daoism, the emergence of Martial Arts in the Hwarang movement of the Korean Silla kingdom and their revival after the Japanese occupation, and the transformation of Gongfu traditions in Japan via Okinawa.

Martial Arts and East Asian Thought

This course examines the impact of East Asian philosophy and religion on the Martial Arts. The course begins by outlining the major teachings of Buddhism, Daoism, and to a lesser extent, Confucianism, focusing on key classics. Following this we will explore the ways in which these teachings came to influence what was originally a martial tradition, resulting in a variety of complex systems that placed greater emphasis on mental as well as physical powers, self-cultivation and personal fulfillment.

Issues in Taiji

This course invites students to be participants in a discussion on the challenges faced by Taiji at this stage of its one thousand year history. Through selected readings and class discussions students will consider pertinent issues such as the ongoing division among the styles of Taiji and various perceptions of Taiji in modern society (e.g., the view of Taiji as primarily an activity for seniors and the perception that Taiji is disengaged from the world).
Furthermore, it will invite students to consider ways in which the study of Taiji can contribute to academic discourse, to the improvement of social well-being, and to the future direction of society.

3 semester hours

MARTIAL ARTS STUDIES 235
Issues in Taekwondo
This course invites students to consider the challenges faced by Taekwondo at this stage in its history. Through selected readings and class discussions students will consider such pertinent issues as the perception of Taekwondo as an overly aggressive sport or as an unregulated industry, far removed from the ideals of its progenitors. Discussion will also consider ways in which Taekwondo has been transformed through its assimilation into academia and into non-Korean society. Participants will consider the impact that Taekwondo has had on youth in the United States and will examine whether and how it might make a positive contribution towards the problems that they face.

3 semester hours

MARTIAL ARTS STUDIES 241
Taekwondo Practicum 5
This level of Taekwondo training focuses on the cultivation of self-control. Through this course, students are expected to achieve mastery of Taekwondo forms Go-Ryo & Pal-Gae No. 1, intermediate self defense techniques No. 1 & 2, kicking technique and board breaking with a focus on the Jump Axe kick and Jump Front kick, sparring techniques with a focus on Olympic style sparring offense and defense combination skills, 1st degree black belt level 7 Jump Axe kick breaking techniques and 1st degree black belt level 6 belt Jump Front kick breaking techniques.

1 semester hour

MARTIAL ARTS STUDIES 242
Taekwondo Practicum 6
This level of Taekwondo training focuses on the cultivation of self-confidence. Through this course, students are expected to achieve mastery of Taekwondo forms Pal-Gae No. 2 & 3, intermediate self defense techniques No. 3 & 4, kicking techniques with a focus on the Jump Roundhouse kick and Jump Side kick, sparring techniques with a focus on Olympic style sparring defense combination skills, 1st degree black belt level 5 Jump Roundhouse kick breaking techniques and 1st degree black belt level 4 belt Jump Side kick breaking techniques.

1 semester hour

MARTIAL ARTS STUDIES 243
Taekwondo Practicum 7
This level of Taekwondo training focuses on the cultivation of patience and endurance. Through this course, students are expected to achieve mastery of Taekwondo forms Pal-Gae No. 4 & 5, intermediate self defense techniques No. 5 & 6, kicking technique with a focus on the Jump Back kick and Jump Hook kick, sparring techniques with a focus on Olympic style sparring offense and defense combination skills, 1st degree black belt level 3 Jump Back kick breaking techniques and 1st degree black belt level 2 belt Jump Hook kick breaking techniques.

1 semester hour

MARTIAL ARTS STUDIES 244
Taekwondo Practicum 8
This level of Taekwondo training focuses on the cultivation of self-esteem as well as self-control. Through this course, students are expected to achieve mastery of Taekwondo forms Pal-Gae No. 6 (guiding theme “water”), intermediate self defense technique No. 7, kicking techniques with a focus on the Jump Back Spinning Hook kick, sparring techniques with a focus on Olympic style sparring offense and defense combination skills and hand combination techniques, 1st degree black belt level 1 breaking Jump Back Spinning Hook kick techniques. After this level is completed, there will be the 2nd degree black belt test including a Martial Arts Essay test.

1 semester hour

MARTIAL ARTS STUDIES 251
Taiji Practicum 5
Practicum 5 introduces the ways in which beginning fighting techniques rely on movement from the Short Form. The intermediate practica (practica 5-8) are meant to provide a comprehensive grasp of the self-defense and martial arts aspects of Taiji through the acquisition of specific techniques and training. Systematic training is divided into 4 levels designed to educate students in basic self-defense techniques and internal strength training up to the level needed to begin to compete on the level of a Taiji Martial Artist. Prerequisite: MARTS 252 or Instructor’s Approval based on Testing.

1 semester hour

MARTIAL ARTS STUDIES 252
Taiji Practicum 6
Practicum 6 is meant to complete students’ training in basic self-defense techniques and internal strength training to the level needed to be a Martial Artist who can participate in Taiji competitions. Practicum 8 focuses on punching & kicking techniques, footwork and endurance training. It also emphasizes correction and preparation of the Short Form for demonstration. In preparing students for graduation, Practicum 8 provides a comprehensive review of the Taiji topics and techniques introduced in earlier practica. Prerequisite: MARTS 253 or Instructor’s Approval based on Testing.

1 semester hour

MARTIAL ARTS STUDIES 261
Psychosocial Aspects of Martial Arts
The present course introduces students to the Western concepts of psychosocial development and self-actualization and to the East Asian concept of self-cultivation. It then identifies the character development objectives of three different martial arts—Taekwondo, and Judo. It follows with an examination of research on the psychological impact of practicing martial arts, with an emphasis on self-concept, self-esteem, mood, phenomenology,
psychological health, psychotherapeutic outcomes, and self-actualization. In addition, the course examines the impact of the martial arts on aggression and hostility, sex discrimination and feminist awareness, and traditionalism versus modernization.

3 semester hours

MARTIAL ARTS STUDIES 278
Survey of the Martial Arts

This course introduces the theoretical foundations of a variety of Martial Arts, including Taiji, Gongfu, Taekwondo, Hapkido, Karate, Judo, and Jujitsu. Through video, demonstrations, and other modalities, students will also be exposed to the major techniques used in each of the Martial Arts introduced.

3 semester hours

MARTIAL ARTS STUDIES 311
Communication and Martial Arts

This course is designed to introduce Martial Arts Studies students to the concepts and practices of intercultural communication. Topics will include Martial Arts and non-verbal communication, Martial Arts and verbal communication, the influence of culture on communication and intercultural conflict resolution. The course will be conducted in the context of the martial artist as a leader and as a communicator. The martial artist will be viewed as a communicator both in the role of instructor and in the role of manager.

3 semester hours

MARTIAL ARTS STUDIES 312
Image and Reality in the Martial Arts

This course explores popular concepts about the Martial Arts as depicted in modern media, particularly cinema and television, and contrasts them with historical and literary perspectives drawn from East Asian classics and Martial Arts texts.

3 semester hours

MARTIAL ARTS STUDIES 319
Taekwondo Practicum 9

This level of Taekwondo training focuses on enhancing team spirit and cooperation. Through this course, students are expected to achieve mastery of Taekwondo form Keumkang (guiding theme “wisdom and virtuosity”), advanced self defense techniques No. 1 & 2, kicking technique with a focus on the Double Front kick and Double Roundhouse kick, sparring techniques with a focus on Olympic style offense strategy skills, 2nd degree black belt level 7 Double Front kick breaking techniques and 2nd degree black belt level 6 belt Double Roundhouse kick breaking techniques. Begining with the achievement of the 2nd degree black belt, students are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 320
Taekwondo Practicum 10

This level of Taekwondo training focuses on cultivating the sense of personal achievement. Through this course, students are expected to achieve mastery of Taekwondo form Taekback (guiding theme “human”), advanced self defense techniques No. 3 & 4, kicking technique with a focus on the Double Side kick and Double Back kick, sparring techniques with a focus on Olympic style defense strategy skills, 2nd degree black belt level 5 Double Side kick breaking techniques and 2nd degree black belt level 4 belt Double Back Kick breaking techniques. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 321
Taekwondo Practicum 11

This level of Taekwondo training focuses on cultivating dedication to goals and ideals. Through this course, students are expected to achieve mastery of Taekwondo form Sipjin (guiding theme “nature’s 10 ideas”), advanced self defense techniques No. 5 & 6, kicking technique with a focus on the Double Hook kick and Double Back Hook kick, sparring techniques with a focus on Olympic style offense and defense strategy skills, 2nd degree black belt level 3 Double Hook kick breaking techniques and 2nd degree black belt level 2 belt Double Back Hook kick breaking techniques. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 322
Taekwondo Practicum 12

This level of Taekwondo training focuses on cultivating humility. Through this course, students are expected to achieve mastery of Taekwondo form Keumkang (guiding theme “wisdom and virtuosity”), advanced self defense techniques No. 7, kicking technique with a focus on the Tornado kick, sparring techniques with a focus on Olympic style psychological strategy skills, 2nd degree black belt level 1 breaking techniques of Tornado kick. After this level is completed, there will be the 3rd degree black belt test including a Martial Arts Essay test. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 323
Taekwondo Practicum 13

This level of Taekwondo training focuses on enhancing the sense of magnanimity and service to others. Through this course, students are expected to achieve mastery of Taekwondo form Jitae (guiding theme “human and nature”), high advanced self defense techniques No. 1 & 2, kicking techniques with a focus on the Jump Point kick and Jump Scissor kick, sparring techniques with a focus on free style defense sparring, 3rd degree black belt level 7 Jump Point kick breaking techniques and 3rd degree black belt level 6 belt Jump Scissor kick breaking techniques. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 324
Taekwondo Practicum 14

This level of Taekwondo training focuses on cultivating social and leadership skills. Through this course, students are expected to achieve mastery of Taekwondo form Cheonkwan (guiding theme “universal”), high advanced self defense techniques No. 3 & 4, kicking technique with a focus on the Jump Split Front kick & Jump 360º Back Kick, sparring techniques with a focus on free style offense sparring, 3rd degree black belt level 5 Jump Split Front kick breaking techniques and 3rd degree black belt level 4 belt Jump 360º Back kick breaking techniques. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 325
Taekwondo Practicum 15

This level of Taekwondo training focuses on cultivating humility. Through this course, students are expected to achieve mastery of Taekwondo form Hansoo (guiding theme “water”), high advanced self defense techniques No. 5 & 6, kicking technique with a focus on the Jump Triple Front kick & Jump Triple Roundhouse Kick, sparring techniques with a focus on free style offense/defense combination sparring, 3rd degree black belt level 3 Jump Triple Front kick breaking techniques and 3rd degree black belt level 2 belt Jump Triple Roundhouse kick breaking techniques. Students in this class are qualified to serve as teaching assistants.

1 semester hour

MARTIAL ARTS STUDIES 326
Taekwondo Practicum 16

This level of Taekwondo training focuses on consolidating the various aspects of self cultivation. Through this course, students are expected to achieve mastery of Taekwondo form Ilyo (guiding theme “mind/body unity”), high advanced self defense techniques No. 7,
Martial Arts Studies

kicking technique with a focus on the Creative kick, sparring techniques with a focus on the meaning of sparring, 3rd degree black belt level 1 Creative kick breaking techniques. Upon the completion of this level, students will have the 4th degree black belt test including both a practical test and a written examination. Students in this class are qualified to teach as assistant instructors.

1 semester hour

MARTIAL ARTS STUDIES 330
Internship
Senior level students of the Martial Arts Studies degree program should complete an internship at an established Martial Arts school or in a business, or government agency. The internship will be completed by a written report and will be done under the supervision of a professor.

3 semester hours

MARTIAL ARTS STUDIES 340
Senior Thesis or Presentation
The senior thesis or creative presentation based on the Martial Arts emphasizes research and research methods. This course may only be taken after having completed 90 semester hours or more in the program. If a student elects to write a thesis, his/her work will be expected to demonstrate a theoretical understanding of the Martial Arts (e.g., technical, philosophical, and historical) and their relationship with the broader cultural, philosophical, and social context in which they evolved. Independent research and creative thinking will be emphasized as well as the ability to gather and conduct research and formulate a position in a critical and analytical manner. Students choosing to do a presentation based on their Martial Arts skills would normally do so both to demonstrate their technical mastery of the Martial Arts as well as their creativity. The senior presentation might consist of projects such as the creation and performance of a new form or the adaptation of a Martial Arts form to music or to poetry. The presentation should show ways in which the Martial Arts contribute to a broader socio-cultural context.

3 semester hours

MARTIAL ARTS STUDIES 351
Taiji Practicum 9
Practicum 9 focuses on the first part of the Long Form with an emphasis on continuity of movement and on new moves not included in the Short Form. Practicum 9 and above are designed for students who enter the Martial Arts of Taiji track with advanced standing. Beginning with this practicum, systematic training is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training that is meant to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. In Practicum 9 Students are also introduced to the Qi Gong 5 exercise set. Prerequisite: MARTS 254 Taiji Practicum 8 or successful testing into the program for those who studied Taiji prior to coming to the University of Bridgeport.

1 semester hour

MARTIAL ARTS STUDIES 352
Taiji Practicum 10
Practicum 10 introduces the second part of the Long Form. Systematic training in this practicum is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Practicum 10 again stresses continuity of movement, coordination and presents new Taiji movements that are not found in the Short Form. Students are also introduced to the Qi Gong 10 exercise set. Prerequisite: MARTS 351 Taiji Practicum 9.

1 semester hour

MARTIAL ARTS STUDIES 353
Taiji Practicum 11
In practicum 11 students are introduced to the third part of the Long Form. Systematic training in advanced practica is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Practicum 11 focuses on coordinated movement and coordination. In this Practicum, students are introduced to additional new Long Form movements, not included in the Short Form. They continue the study and application of the Qi Gong 10 exercise set. Prerequisite: MARTS 352 Taiji Practicum 10.

1 semester hour

MARTIAL ARTS STUDIES 354
Taiji Practicum 12
Practicum 12 includes the Long Form correction and places emphasis on coordination and continuity of (108) movements. It also continues with the Qi Gong 10 exercise set. The advanced practica provide a comprehensive grasp of Taiji through the acquisition of sets of advanced techniques. Systematic training in practica 9-16 is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Prerequisite: MARTS 353 Taiji Practicum 11.

1 semester hour

MARTIAL ARTS STUDIES 355
Taiji Practicum 13
Practicum 13, along with continuing the study of Long Form technique, provides an introduction to the role of meditation in martial arts and introduces meditation techniques. Each advanced practicum represents an additional step toward the student developing a comprehensive grasp of Taiji through the acquisition of sets of advanced techniques. Systematic training in practica 9-16 is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Prerequisite: MARTS 354 Taiji Practicum 12.

1 semester hour

MARTIAL ARTS STUDIES 356
Taiji Practicum 14
Practicum 14 introduces advanced Taiji fighting techniques. Systematic training in practica 9-16 is designed to build on basic and intermediate Taiji knowledge in self-defense and in physical strength training to bring students to the level of accomplished Martial Artists. Study includes emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Practicum includes light contact sparring and introduces students to the role that the forms play in self-defense. Prerequisite: MARTS 355 Taiji Practicum 13.

1 semester hour

MARTIAL ARTS STUDIES 357
Taiji Practicum 15
Practicum 15 continues the systematic training designed to build on basic and intermediate Taiji knowledge in self-defense and physical strength training to help students to the level of accomplished Martial Artists. In Practicum 15 students are introduced to the philosophy of qi and are provided with an understanding of how qi relates to the meridian chart, to alignment, and to the body’s internal systems. Prerequisite: MARTS 356 Taiji Practicum 14.

1 semester hour
### Martial Arts Studies • Mass Communication

**MARTIAL ARTS STUDIES 358**

**Taiji Practicum 16**
Practicum 16 represents the highest level of training in Taiji at the University. It is meant to contribute to the students' comprehensive grasp of Taiji because of their acquisition of proficiency in sets of advanced techniques. This course is meant to build on basic and intermediate Taiji knowledge in self defense and in physical strength training in previous practica to bring students to the level of accomplished Martial Artists. Study in this practicum continues the emphasis on self-cultivation (body and mind), internal strength training and cultivation of qi. Practicum 16 prepares each student to perform a demonstration of the combined Long and Short forms. This practicum serves as a comprehensive review of Taiji topics and techniques prior to graduation. Prerequisite: MARTS 357 Taiji Practicum 15.

<table>
<thead>
<tr>
<th>1 semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARTS 358 Taiji Practicum 16</td>
</tr>
</tbody>
</table>

### Mass Communication

**MASS COMMUNICATION 110**

**Public Communication**
The process and variables of everyday public address are examined through situations, content, presentation strategies and effects, and by classroom practice in the basic principles of oral communication.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 110 Public Communication</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 111**

**Introduction to Mass Communication**
The role and function of the mass media. Survey of newspapers, magazines, books, radio, television, film, advertising and public relations. Criticism, challenges and professional opportunities.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 111 Introduction to Mass Communication</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 200**

**Co-Operative Education**
Professional, supervised work in an organization related to career goals. Prerequisite: Permission of department required.

<table>
<thead>
<tr>
<th>1-3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 200 Co-Operative Education</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 201**

**Persuasive Communication**
Study of communication as a form of influence; the process and functions involved, its potential and limitations; social and personality factors related to persuasibility, attitude formation and change. Students will analyze and present persuasive messages.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 201 Persuasive Communication</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 205**

**Interpersonal Communication**
An introductory survey of interpersonal communication theories and their application to face-to-face, group, organizational and mediated contexts. The classroom becomes a laboratory for gaining knowledge of the processes of communication, perception, language and meaning.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 205 Interpersonal Communication</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 211**

**Communication Theory**
An examination of communication theories which includes theories on verbal communication, nonverbal communication, interpersonal communication, self-concept, relationship development, influence, conflict, group communication, decision-making, gender communication, organizational communication, intercultural communication, and media communication.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 211 Communication Theory</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 218**

**Media Aesthetics**
The artistic philosophy and practical applications of creating effective media. This is a hands-on laboratory course. The study focuses on aesthetics as a physical expression of creative and marketing goals and how this is put into practice when communicating messages through images and words. Subjects include compositional strategy, visual literacy and message design. This knowledge shapes design critical to working in new media and every other type of media produced—documents, ads, brochures, video, proposals, and more. This course will offer an introduction to Photoshop. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 218 Media Aesthetics</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 220**

**Introduction to Advertising**
An examination of the theories and practices of advertising. Historical, legal, and social psychological aspects of advertising. Advertising explored from both client side and agency side perspectives. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 220 Introduction to Advertising</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 235**

**Writing for Media**
This course is an introduction to media writing. Students will practice writing and editing news, public relations materials, broadcast scripts, and advertising copy. It includes a grammar and style review specifically for print and interactive media.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 235 Writing for Media</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 240**

**News Reporting & Writing**
Introduction to reporting techniques—sources of news, interviewing, public document and database searches—and their application in writing various forms of news stories. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 240 News Reporting &amp; Writing</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 242**

**Introduction to New Media**
An overture to computer-based media, technology and the digital information age. This primer includes history, current digital media, a look at technology trends and the future of digital media. Topics include computers—their origins and functions; hardware and software; file management; networks; data security; E-Commerce; the Internet—its history and development; the basis of interactivity between humans and machines, and machine to machine; and other timely issues. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 242 Introduction to New Media</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 247**

**Fashion Journalism**
This course covers the basic elements of fashion journalism for magazines (women’s and men’s) and newspapers. Students will analyze examples of fashion journalism and will learn fashion writing, photo shoot coordination (planning, styling, budgeting, etc.), and copy preparation. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 247 Fashion Journalism</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 251**

**Sports Journalism**
It covers both sports writing and sports broadcasting. Learn skills of reporting of competition and play-by-play coverage, communicating about sports through word and image, commentary, and interview skills. Instructor’s permission may be required for this course.

<table>
<thead>
<tr>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS COMMUNICATION 251 Sports Journalism</td>
</tr>
</tbody>
</table>

**MASS COMMUNICATION 252**

**Introduction to Web Publishing**
A comprehensive overview in planning, organizing and creating a web site. The course focuses on creative and communications imperatives in web page creation including design, layout, navigation and usability. This course offers the use of Dreamweaver. Topics include basic structure, navigation, design and interactive media, the importance of the home page, understanding screen real estate and how to use it effectively.
Mass Communication

white space, typography, titles and headlines, search engines and how to get listed and many other issues and topics related to effective web page creation. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 255
Sports Business and Marketing
This course provides an overview of major sports business issues. It covers professional, Olympic, collegiate sports, studies sports as a business, and discusses sports marketing, promotion, and sports sponsorships. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 262
Writing for Interactive Media
Understanding the Internet as an information vehicle and how the role of the writer is more than just creating strong text. This course offers discussion and hands-on work in the art and science of effective organization, preparation, writing and editing for the interactive media audience. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 270
Public Relations
Current practices and problems, with emphasis on the role of the public relations practitioner as a specialist in communications, analyst of public opinion, and counselor to the major sponsors of public communication. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 272
Creating Digital Media
From pre-production through post-production, video production technique for digital media is explored. Lectures and projects will lead students to a greater understanding of message direction, aesthetics and finessing a project through conclusion. This course is designed as an introductory primer to the creation of digital video. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 284
Business and Professional Communications
Understanding and development of communications skills necessary for individuals to function effectively in business and corporate roles. Special consideration given to the verbal and nonverbal elements of the work situation: barriers to communications, listening skills, interviewing, instructional skills, forms of negotiation, technical reports, and principles of group behavior. Students’ skills are assessed relative to the levels of communication required in various career areas and cultural milieus.

3 semester hours

MASS COMMUNICATION 290
Intercultural Communication
Study of basic concepts, theories, and practices of intercultural communication, including elements of cultural systems, social identification and group relations, influence of culture, language and culture, nonverbal communication, intercultural negotiation, and intercultural conflict resolution. Intercultural communication as applied to interpersonal communication, group communication, organizational communication, public communication, and mass communication. Communication principles will be applied to intercultural interaction so that misunderstanding, prejudice, stereotypes, and discrimination can be reduced or eliminated.

3 semester hours

MASS COMMUNICATION 303
Communication and Group Decision-Making
Study of group communication patterns, group functions, group dynamics, and theories of group communication. Special attention given to group communication in a real-life situation, formation of messages, critical thinking, decision-making process, leadership, group conflicts, problem solving, and techniques for effective group communication.

3 semester hours

MASS COMMUNICATION 306
Argumentation and Debate
Knowledge and practice in the craft of research and reasoning in argumentative communication. Practice in analysis, evidence, briefing, refutation, and delivery of arguments.

3 semester hours

MASS COMMUNICATION 333
Advertising Copywriting
Critical study and application of communication principles and concepts as applied to planning and preparing advertising messages. Intuitive versus research based aspects of advertising creativity. Writing and visualization for print, broadcast, and new media. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 339
Advertising and Public Relations Campaigns
In-depth analysis and practice in strategies and tactics employed in creating advertising and public relations programs for clients. Principal focus on working on a competitive group project preparing an agency-style presentation for a real or hypothetical client. Instructor’s permission may be required for this course. Prerequisites: Mass Communication 220, 323, 330.

3 semester hours

MASS COMMUNICATION 340
The Community Newspaper
A totally working environment centered about the publication of a community newspaper. Reporting, coverage of beats, interviews, handling complex stories and in-depth news reports. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 341
Magazine and Feature Writing
An in-depth experience of writing for periodicals. Focus is on the additional research and preparation needed for this medium. Principles of advocacy and rhetoric and their relevance in the news media are explored. Instructor’s permission may be required for this course.

3 semester hours

MASS COMMUNICATION 342
Digital Project Management
Students work in teams to create and produce an original web site or extensively improve an existing one, working in conjunction with a real-world client. The work is performed in a real-life, deadline driven environment and will produce a portfolio piece for those entering the field of digital media. Students learn the roles and duties of those who work on interactive teams. Instructor’s permission may be required for this course. Prerequisite:
MCOM 252 Introduction to Web Publishing
3 semester hours

MASS COMMUNICATION 345
Newspaper Editing and Production
Principles of editing in print media. The editorial process from selection of editorial materials to publication. Analysis of contemporary editing styles. Preparation of materials for production, including copyediting, writing headlines and designing newspaper pages. Legal and ethical issues confronting newspaper editors. The editor-writer relationship. Laboratory training in the making of editorial judgments. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 346
Media Management
Examination of the internal functioning and management practices related to the various media institutions. Discusses management by objectives, work plans, analysis methods, budget-setting, research planning, message strategy and plans, media/channel strategy and plans, and evaluation methods related to communication activities. Emphasis is on developing integrated approaches to solving communication problems under changing environmental conditions. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 352
Advanced Web Publishing
This course sets out to define and apply advanced concepts of HTML and introduce JavaScript and CGI scripting. Students will develop data driven sites incorporating scripting and advanced HTML concepts, combining technical skills with professional design approaches. Instructor’s permission may be required for this course. Prerequisite: MCOM 252 Introduction to Web Publishing
3 semester hours

MASS COMMUNICATION 354
Media, Sports, and Society
This course studies the relationship between and among media, sports, and society. It examines media coverage of sports, the mediated sports culture, sports and politics, the spectators’ enjoyment of sports violence, the dark side of competition, and gender and ethnicity issues in sports. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 350
Broadcast News Writing
A course on writing news for broadcast media. Emphasis on broadcast style, specificity of language, time constraints, writing to tape and other actualities, and other considerations unique to radio and television news. Instructor’s permission may be required for this course. Prerequisite: MCOM 240.
3 semester hours

MASS COMMUNICATION 354
International Journalism
This course examines the practices of news-gathering, news making and news reporting in different countries. It also studies international news agencies, issues of freedom of the press, global information flow, new world information order, media development and barriers to media development, cultural imperialism, the relationship between Western media and world media, foreign news reporting, and media and international relations. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 357
The Portfolio Project
The semester is spent creating professional portfolios students can use to seek employment. This is a highly specialized, hands-on class where actual portfolios are created to help students obtain work in their specific area of interest - advertising, public relations, sports media, new media, broadcast, non broadcast, production, and many more. Prerequisites: Juniors and Seniors who already have portfolio pieces created from prior classes. Sophomores upon instructor’s approval.
3 semester hours

MASS COMMUNICATION 350
Broadcast News Writing
A course on writing news for broadcast media. Emphasis on broadcast style, specificity of language, time constraints, writing to tape and other actualities, and other considerations unique to radio and television news. Instructor’s permission may be required for this course. Prerequisite: MCOM 240.
3 semester hours

MASS COMMUNICATION 354
International Journalism
This course examines the practices of news-gathering, news making and news reporting in different countries. It also studies international news agencies, issues of freedom of the press, global information flow, new world information order, media development and barriers to media development, cultural imperialism, the relationship between Western media and world media, foreign news reporting, and media and international relations. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 357
The Portfolio Project
The semester is spent creating professional portfolios students can use to seek employment. This is a highly specialized, hands-on class where actual portfolios are created to help students obtain work in their specific area of interest - advertising, public relations, sports media, new media, broadcast, non broadcast, production, and many more. Prerequisites: Juniors and Seniors who already have portfolio pieces created from prior classes. Sophomores upon instructor’s approval.
3 semester hours

MASS COMMUNICATION 370
Publicity Methods
Elements of publicity writing for mass media. Students may work for not-for-profit organizations in planning and implementing publicity campaigns or other public relations projects. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 372
Advanced Digital Video Creation
The semester is devoted to the creation and execution of one project which could potentially be used as a “reel” sample to find work in the digital video, advertising or public relations industries. Each student will work on a project most suitable to their ultimate career objective. Choices of projects might include: documentary, news stories, video news releases, product demonstration, training videos, and many others. Instructor’s permission may be required for this course. Prerequisite: MCOM 272 Creating Digital Video.
3 semester hours

MASS COMMUNICATION 384
Organizational Communication
Communication in formal organizations, such as schools, industry, hospitals, and government, with emphasis on how organizational variables affect communication behavior of humans at work. Simulation, role-playing, case method, and videotape are used as techniques for evaluating personal and organizational effectiveness.
3 semester hours

MASS COMMUNICATION 390
Media Law and Ethics
Legal interpretations and standards of judgment that affect the reporter and the mass media. Theory of the First Amendment. Problems of libel, privacy, censorship, contempt, news source protection. Relationship of media regulations to community standards and social mores. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 395
Senior Seminar in Mass Communication
A senior seminar, with emphasis on the analysis of mass media institutions, content, function, and policy. Problem-centered approach, requiring experimentation in media forms and journalistic inquiry. Prerequisite: Senior standing within the Department of Mass Communication. Instructor’s permission may be required for this course.
3 semester hours

MASS COMMUNICATION 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of department required.
3 semester hours

MASS COMMUNICATION 399
Independent Study
Advanced project not covered by a regular course offering. Term paper or other academic fulfillment project is required. Faculty sponsor must be secured in advance. Prerequisite: Permission of the department and school director is required.
By arrangement; 1-6 semester hours
Mathematics

MATHEMATICS 98
Elementary Algebra
An introductory course in basic algebra with applications. Topics include fundamental operations, fractions, exponents, radicals, factoring, linear equations and systems, linear inequalities and quadratic equations. 3 semester hours

MATHEMATICS 100
Elementary Algebra
An introductory course in basic algebra with applications. Topics include fundamental operations, fractions, real numbers, algebraic equations, linear equations and inequalities, exponents and polynomials, factoring and rational equations. This is a course for those students who are not ready for Math C105, Intermediate Algebra. This course is a three university semester hour course which means it does not meet distribution requirements or count toward the minimum semester hour requirement for graduation. This course is not open to students who have passed the Math Placement Exam (Basic Algebra Exam) or passed MATH C105 or above. 3 semester hours

MATHEMATICS 103
Intro to College Algebra/Statistics
This is an introductory course of college algebra and statistical procedures including algebraic expressions and equations, polynomials, and relations between two variables. This course is intended for students primarily in health and social sciences, liberal arts, and STEM students in need of a review prior to college algebra. This course emphasizes the use of tables, graphs and elementary descriptive statistical applications. The course also introduces the student to the sampling and surveying done in many everyday life experiences. This course satisfies the mathematics general education requirement towards graduation. 3 semester hours

MATHEMATICS C105
Intermediate Algebra
A survey course, covered at a slower pace than Math C105, in selected topics from college algebra and the elementary functions. Prerequisite: “C” or better in MATH 100 or Mathematics Placement Exam. 3 semester hours

MATHEMATICS 106
College Algebra
An introductory college level mathematics course focusing on polynomial, rational, logarithmic and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; and solutions of higher degree polynomials. This course is intended primarily for students in programs that require pre-calculus and beyond. Prerequisite: Placement Test or MATH 103 with a grade of “C” or better. 3 semester hours

MATHEMATICS 107
The Nature of Mathematics
A survey course of mathematics drawn from areas of algebra, logic, sets, geometry, combinatorics, probability and statistics. Includes applications of mathematics and the use of logical and quantitative reasoning. Prerequisite: Mathematics Placement Exam. 3 semester hours

MATHEMATICS 108
Ideas of Mathematics
A survey of mathematical ideas and their applications. The course will focus on five core areas: logic, algebraic systems, functions and graphs, analysis, and probability and statistics. Applications will be drawn from the social sciences, natural sciences, arts and technology. The course will introduce the use of graphing calculators and computer applications software as tools to enhance creative thinking. Intended for non-specialists, the course will explore the beauty and power of mathematical reasoning through problem-solving and readings. Prerequisite: Competency in high school level Intermediate Algebra as demonstrated by the University placement exam or completion of MATH C105 with a “C” or better. 4 semester hours (3 lecture/1 lab).

MATHEMATICS 109
Precalculus Mathematics
A course for those intending to study calculus at the university level. Topics from college algebra and trigonometry. Definition of function. Algebra of functions. Elementary functions and their graphs. Inverse functions. Polynomials, rational and algebraic functions. Trigonometric identities, Systems of equations. Cramer’s rule. Augmented matrices and Gaussian elimination. Prerequisite: “C” or better in MATH C105 or Mathematics Placement Exam. 4 semester hours

MATHEMATICS 110
Calculus and Analytic Geometry I
Review of functions. Limits and continuity of functions. Composite functions. Definition of the derivative. Derivatives of algebraic and trigonometric function. Rules for differentiation; sum rule, difference rule, product rule, quotient rule, chain rule. Rolle’s Theorem and the Mean Value Theorem. Applications of the derivative; equations of motion, linear approximation of functions, error analysis, topics from geometry, maxima and minima of functions, curve sketching, related rates. Antidifferentiation and the indefinite integral. Fundamental Theorem of Calculus. Definite integrals. Integration by substitution. Applications of integration. Areas and volumes. Introduction to Derive™ symbolic manipulation software. Prerequisite: “C+” or better in MATH 109 or Mathematics Placement Exam. 4 semester hours

MATHEMATICS 112
Calculus and Analytic Geometry II
Derivatives and integrals involving exponential and logarithmic functions. Inverse trigonometric functions. Hyperbolic functions. L’Hopital’s rule. Techniques of integration including substitution method, integration by parts, partial fraction expansions, approximate integration and use of integral tables and of symbolic manipulation programs. Parametric equations. Polar coordinates. Improper integrals. Infinite sequences and series. Taylor and MacLaurin series. Applications to geometry, engineering and physics. Prerequisite: “C” or better in MATH 110. 4 semester hours

MATHEMATICS 200
Mathematics Cooperative Work Study
Students entering the Mathematics Cooperative Education Program take this course each semester that they are employed full-time in paid work assignments. A written report will be required describing achievements resulting from the work experience. Prerequisite: Completion of at least 30 semester hours and permission of the Department. 1 semester hour with a maximum of 6 semester hours to be applied to the degree

MATHEMATICS 203
Elementary Statistics
A non-calculus introduction to applied statistics for business, life and social science stu-
Mathematics • Mechanical Engineering

students. Probability. Classification of data, averages, dispersion, frequency distributions, confidence intervals, and test of significance. Elementary linear regression and correlation. The course will make use of statistical software. Prerequisite: "C" or better in MATH C105.

3 semester hours

MATHMATICS 214

Linear Algebra

System of linear equations and matrix algebra, determinants, vector spaces, eigenvectors, linear transforms and inner product spaces. Prerequisite: "C" or better in MATH 110.

3 semester hours

MATHMATICS 215

Calculus and Analytic Geometry III

Vector algebra and calculus and the geometry of space. Functions of several variables and partial differentiation. Directional derivatives and the gradient vector. Maximum and minimum values and Lagrange multipliers. Multiple integrals. Rectangular, cylindrical and spherical coordinates. Vector fields, del operators and vector integral theorems. Prerequisite: "C" or better in MATH 112.

4 semester hours

MATHMATICS 227

Discrete Structures

This course is an introduction to some of the discrete mathematical structures relevant to computer science, including set theory, propositional calculus, predicate calculus, algebraic operations and relations, counting techniques and graph theory. Required of Math majors. Identical to Computer Science 227. Prerequisite: "C" or better in MATH 109.

3 semester hours

MATHMATICS 314

Numerical Methods

A first course dealing with basic numerical methods for finding roots of non-linear equations, interpolation theory, approximation of functions, numerical integration and differentiation, numerical solutions of systems of linear equations, the matrix eigenvalue problem and the numerical solutions of ordinary differential equations. Prerequisite: CPSC 101 and "C" or better in MATH 112.

3 semester hours

MATHMATICS 319

Introduction to the Theory of Numbers

Fundamental properties of integers, divisibility, primes. Algorithms and factorization. Congruence and diophantine equations. Number theoretic functions. Order and primitive roots. Elementary results on the distribution of primes. Applications in cryptography. Prerequisite: "C" or better in MATH 215 or permission of the instructor.

3 semester hours

MATHMATICS 323

Probability and Statistics I

Classical theory of probability. Sample spaces, probability and conditional probability, random variables and their distributions. Standard discrete distributions, normal distributions, moment generating functions and central limit theorems. Prerequisite: "C" or better in MATH 112.

3 semester hours

MATHMATICS 341 (MATH 341/CPSC 341)

Operations Research

Linear programming formulation of optimization problems, hyper planes, convex sets, linear independence, bases of vector spaces, matrix inversion, theory and computation techniques of simplex, revised simplex methods, degeneracy, duality. Transportation and assignment problems, integer programming and network flows. Prerequisite: "C" or better in MATH 214, CPSC 227.

3 semester hours

MATHMATICS 393

Senior Seminar in Mathematics

This course is, in part, designed to acquaint the participants with mathematics reference works, resource materials, periodicals, and expository writings. Each student is required to write several papers and to make periodic oral presentations. Visiting speakers conduct some of the seminars. Required of mathematics majors and normally taken in the junior or senior year. Prerequisite: "C" or better in MATH 214 or permission of instructor.

3 semester hours

MATHMATICS 399

Independent Study

Prerequisite: Permission of Division Director. The following mathematics courses, described in the Graduate Section are also open to selected upperclassmen: 401, 402—Advanced Analysis for Scientists and Engineers I and II.

1-3 semester hours

MATHMATICS 401

Advanced Analysis for Scientists and Engineers I

Partial differential equations, Bessel functions, Legendre polynomials. Fourier series, boundary and initial value problems, topics in vector analysis, tensor analysis. Prerequisite: Math 301 (Differential Equations), or permission of the instructor.

3 semester hours

MATHMATICS 402

Advanced Analysis for Scientists and Engineers II

Functions of a complex variable conformal mapping, calculus of residues, operators. Prerequisites: Math 301 (Differential Equations), or permission of the instructor.

3 semester hours

Mechanical Engineering

MECHANICAL ENGINEERING 112

Engineering Graphics

This course provides an introduction to engineering graphics and visualization including engineering drawing and 3-D solid modeling with a computer aided design (CAD) package. Topics include the design process, multiview projection and sectioning, dimensioning, tolerancing, and working drawings.

3 semester hours

MECHANICAL ENGINEERING 203

Thermodynamics

This course introduces principles of thermodynamics, properties of ideal gases and water vapors, first and second laws of thermodynamics, and entropy. Applications of thermodynamic analysis in engineering applications. Prerequisites: PHYS 111 Introduction to Physics I

3 semester hours

MECHANICAL ENGINEERING 223

Materials Science for Engineers

A study of the properties of materials of importance to engineers. Structure-property-processing relationships. Mechanical, physical and electrical properties of metals, ceramics and polymers. Prerequisite: CHEM 103.

3 semester hours

MECHANICAL ENGINEERING 250

Engineering Mechanics: statics

This course utilizes vector algebra and free body diagrams to solve problems in engineering statics. The topics include vector algebra of forces and moments, free body diagrams, equilibria of particles and rigid bodies, internal forces in trusses and frames, centroids and centers of gravity, internal forces in trusses and frames, friction and applications to machines, and moments of inertia. Prerequisites: MATH 112 Calculus II and Phys 111 Principles to Physics I

3 semester hours

MECHANICAL ENGINEERING 252

Engineering Mechanics: Dynamics

This course is designed to teach kinematics and kinetics of particles and rigid bodies in one, two, and three dimensions. Newton’s laws of motion, work-energy, and impulse-momentum
are studied and applied to practical engineering problems. Prerequisites: MEEG 250 Engineering Mechanics: Statics (C or better)
3 semester hours

MECHANICAL ENGINEERING 307
Fluid Mechanics
This course introduces the fundamentals of fluid mechanics and explores the topics of fluid statics, buoyancy, key properties which affect fluid motion, fluid flow regimes, governing equations, empirical and analytic methods of internal and external flows. Prerequisites: MEEG 252 Engineering Mechanics: Dynamics, MATH 215 Calculus III (C or better), and MATH 301 Differential Equations (C or better)
3 semester hours

MECHANICAL ENGINEERING 309
Fluid Mechanics II
Continuation of first course in fluid mechanics. Introduces the student to more advanced topics including laminar and turbulent boundary layer theory, lift and drag, subsonic and supersonic compressible flow, introduction to turbo-machinery and introduction to computational fluid mechanics. Prerequisites: Permission of the instructor.
3 periods; 3 semester hours; 1 design semester hour

MECHANICAL ENGINEERING 310
Mechanics of Materials
This course introduces the concepts of stress, deformation and strain in solid materials. Topics include stress and strain analysis applied to beams, vessels, and pipes; combined loading; stress and strain transformations; bending stresses and shear stresses in beams; column buckling. Prerequisites: MEEG 250 engineering mechanics: statics
Concurrent: Math 301 differential equations
3 semester hours

MECHANICAL ENGINEERING 315
Mechanical Vibrations
3 lecture hours; 3 semester hours; 1 design semester hour

MECHANICAL ENGINEERING 350D
Machine Design
This course covers part modeling, selection, and engineering analysis of machine components to design structural frame, bearings, supporting beam, shafts, springs, gears, fasteners, and other elements in a machinery and mechanical systems. Prerequisites: MEEG 310 Mechanics of Materials
3 semester hours

MECHANICAL ENGINEERING 361
Senior Design I Project
The first part of the senior design project, which covers topics of product design and development process. Design project proposals, computer-aided design, analysis, and modeling of an open-ended engineering design problem. Development and presentation of conceptual designs. Prerequisites: MEEG 307 Fluid Mechanics, MEEG 372 Manufacturing Engineering, Concurrent enrollment in MEEG 363 Heat and Mass Transfer and MEEG 350D Machine Design.
3 semester hours

MECHANICAL ENGINEERING 362
Senior Design II Project
The second part of the senior design project, which covers topics of product design and development process. Development of a working design started in the previous semester using computer-aided design, analysis, modeling, and optimization methods and manufacture a prototype of the final design. Prerequisites: 361 Senior Design Project I
3 semester hours

MECHANICAL ENGINEERING 363
Heat and Mass Transfer
This course introduces heat transfer principles and their applications in a wide range of engineering applications. The three fundamental modes of heat transfer are studied in detail: conduction (steady-state and transient) convection (forced and natural) and radiation. Basic concepts such as Fourier’s Law, Newton’s Law of Cooling and the Stefan-Boltzmann Law are presented as well as analytic, empirical and numerical methods of solution. Key properties which affect the rate of heat transfer such as the heat transfer coefficient, thermal conductivity and emissivity are examined. Prerequisites: MATH 301 Differential Equations (C or better), MEEG 303 Thermodynamics, and MEEG 307 Fluid Mechanics
3 semester hours

MECHANICAL ENGINEERING 369D
Thermal Fluid Systems Design
This course integrates thermodynamics, fluid mechanics and heat transfer through application to the design of various thermal systems comprised of several components requiring individual analyses. Emphasis on modeling, analysis, and design of engineering systems and components with state-of-the-art computer software. Prerequisites: MEEG 307 Fluid Mechanics, and MEEG 363 Heat and Mass Transfer
3 semester hours

MECHANICAL ENGINEERING 372
Manufacturing Engineering
This course covers major manufacturing processes for engineering materials, including forming and shaping processes and equipment, machining processes and machine tools, etc. It also introduces modeling and analysis for manufacturing process design and optimization. Prerequisites: MEEG 310: Mechanics of Materials
3 semester hours

MECHANICAL ENGINEERING 380
Mechanical Measurement and Data Analysis
The course introduces the fundamentals of basic instrumentation, experimental measurement and data analysis used in mechanical engineering. In addition to instrument use and the planning and execution of experiments, the topics of calibration, precision, sampling, accuracy and error are included. Special focus is given to the preparation of technical reports. Prerequisites: MEEG 310 Mechanics of Materials, MEEG 307 Fluid Mechanics, MEEG 252 Engineering Mechanics: Dynamics Concurrent: MEEG 363 Heat Transfer, and MATH 323 Probability and Statistics
3 semester hours

MECHANICAL ENGINEERING 381
Mechanical Engineering Systems Lab
This course is the application of measurement techniques developed in MEEG 380 to various mechanical systems and processes. Emphasis is on data acquisition, reduction, analysis, and report preparation. Prerequisites: MEEG 380 Mechanical Measurement and Data Analysis, MEEG 363 Heat Transfer, and MATH 323 Probability and Statistics with Applications
3 semester hours

MECHANICAL ENGINEERING 407
Modern Materials and Advanced Manufacturing Technologies
This course focuses on the study of modern industrial materials and the process of developing creative solutions through conceptual analysis and synthesis on different advanced and automated manufacturing processes. The course will help students to learn the emerging topics in the material and manufacturing industries. The topics cover the study on to-
day’s popular industrial materials, material selections and industrial applications, and their related manufacturing techniques in US industry. Topics also include the introduction of quality control (QC) process that is important to the production with the high quality. The course has two class projects which will guide and help students to learn the ways of preparing for professional research and keep track of the latest technologies in modern materials, advanced and automated manufacturing processes. Pre-requisites: Engineering 111, Mechanical Engineering 223.

3 semester hours

MECHANICAL ENGINEERING 410
Advanced Fluid Dynamics
Advanced topics in applied fluid mechanics. Review of continuity, momentum, and energy equations for viscous, incompressible fluid; voracity and circulation concepts and theorems. Selected topics from the following areas: Complex potential, conformal mapping and applications. Airfoil and wing theory. Boundary layer theory; similarity solutions for laminar flows, integral techniques for turbulent flows. Compression and expansion waves in compressible flows; oblique shock waves, Prandtl-Meyer flow. Propagating waves and applications; shock tube, transients in duct systems. Pre-requisite: Undergraduate Fluid Mechanics, Mechanical Engineering 309.

3 semester hours

MECHANICAL ENGINEERING 415
Propulsion
The course instructs the student in aerospace propulsion systems including both air breathing and non-air breathing devices. The course reviews the basic physics, chemistry, thermodynamics and gas laws applicable to propulsion devices. Details of individual engine components such as diffusers, compressors, turbines, propellers, nozzles, and afterburners as well as all major engine types (turbofans, turboprops, turbojets, ramjet) are studied. Course projects include utilization of engine propulsion software and sizing an engine for an aircraft. Prerequisite: Mechanical Engineering 203, Mechanical Engineering 307.

3 semester hours

MECHANICAL ENGINEERING 421
Computer Aided Engineering Design
This course applies 3-D CAD system e.g., Pro E to industrial product and system design. These CAD systems are very practical and powerful 3-D CAD tools and they have been widely used in the industry. The first half of the class focuses on learning fundamentals of the 3-D system, its popular applications and its related techniques. The special topics of design concept are also included. The second half covers several practical projects. Students will combine the design techniques with the real project and use 3-D tools to design the product or part of industrial system. All projects will be presented by students in class. Pre-requisites: Engineering 111, Physics 111, Mechanical Engineering 350D.

3 semester hours

MECHANICAL ENGINEERING 422
Advanced Computer Aided Project Design
This advanced course focuses on some hot and very practical topics in today’s industrial design applications. Also, some useful knowledge, such as PLC (Program Logic Control), calculation and selection of industrial motors, fundamentals of automation, sensor technology, and selection of material on different industrial applications are included. Several more complicated projects in this class will help students learn how to manage the different engineering projects and understand all related design issues which will improve the future production and manufacturing process. Pro-E will be used as a 3-D CAD tool to design these advanced engineering projects. All projects should be presented by students in the class. Pre-requisites: Mechanical Engineering 421.

3 semester hours

MECHANICAL ENGINEERING 423
Computer Aided Manufacturing (CAM) and NC Machining
This course applies manufacturing and various numerical controlled software for designing computer-aided manufacturing and NC machining systems, processes and algorithms. This course is heavy in implementation of various manufacturing technologies and programming of NC machines. Pre-requisites: Engineering 111, Physics 111, Mechanical Engineering 421.

3 semester hours

MECHANICAL ENGINEERING 424
Advanced CAM & Automation
This course teaches students to simulate advanced manufacturing processes by learning high level functions in Pro-Engineer/Pro-Manufacturing software package. This course will cover the topics of some advanced and special manufacturing technologies, including laser cutting & welding, water jet cutting & cleaning, and plasma cutting & welding. Automation related topics will also be introduced, including the analysis and application of PLC control systems in manufacturing facilities and modern production systems. Several advanced and real projects will help students to be proficient in using this CAD/CAM package and learn more of US industrial & engineering knowledge through the instructor’s lectures & guidance and also the students’ self-motivated work. Pre-requisites: Mechanical Engineering 350D, Mechanical Engineering 372.

3 semester hours

MECHANICAL ENGINEERING 425
Machinery and Mechanical System Design
This course focuses on the process of developing creative solutions through conceptual analysis and synthesis on machinery and biomedical instrument design and development processes. The topics cover the concepts of automated and high speed machinery design, basic biomedical instrument design, FDA regulation in biomedical instrument design, basic instrument mechanism design in assisting manufacturing processes, and other biomedical design techniques in today’s US biomedical industries. Pro/Engineer will be used as the computer-aided design CAD tool to design the high function machinery and biomedical instrument in this class. Pre-requisites: Mechanical Engineering 350D.

3 semester hours

MECHANICAL ENGINEERING 426
Material Selection for Mechanical Engineers
This course provides students a systematic approach to the selection of materials and processes at various design stages for mechanical engineering applications. The concept of materials performance indices and materials selection charts are introduced with the detailed background of material properties, processing, and mechanics. Structured case studies are shown to use this methodology to select materials for numerous mechanical designs. CES Edu Pack will be introduced as a materials and processes database and a tool for students to compare, analyze and select materials and processes. Pre-requisites: Mechanical Engineering 223, 310, 372.

3 semester hours

MECHANICAL ENGINEERING 429 (MEEG 429/ELEG 429)
Electronics Cooling
This course is designed to help students understand the thermal challenges and demands of the electronics field. Fundamentals and physics of thermodynamics, heat transfer and fluid mechanics will be introduced and shown how to apply them to the design and testing of electronic hardware. The thermal characteristics and thermal failure modes of electronic components, and reliability prediction techniques will be reviewed. Numerical simulation and commercial CFD packages will be introduced.
for thermal analysis. Students will have a good understanding of the heat transfer and fluid mechanics principles affecting proper thermal management of electronic components and develop skills to identify potential thermal design problems and develop reliable, cost-effective solutions. Pre-requisites: Mechanical Engineering 310, Mechanical Engineering 363. 3 semester hours

MECHANICAL ENGINEERING 430
Design & Innovation
The objective of this course is to convey a sense of Design and Innovation in the development of products. To accomplish this the class shall review a number of case studies and participate in the design of a project. In addition to the semester project we shall discuss a number of topics of concern to Design and Engineering through illustrated talks (slides/tapes) and when available with guest designers and engineers. Pre-requisites: Engineering 111, Engineering 300. 3 semester hours

MECHANICAL ENGINEERING 440
Ergonomic Factors in Design
This course introduces the student to the concepts of ergonomics. Ergonomics is the study of fitting the workplace and devises to the capabilities of the human worker. Students will have an understanding of the beginnings and evolution of the field of ergonomics. They will learn to recognize risk factors associated with repetitive stress disorders (e.g., carpal tunnel syndrome) and potential strain/strain injuries as well as be familiar with the body areas affected. This course covers principles of physiology and biomechanics and how they apply to workstation and tool design. Pre-requisites: Engineering 111. 3 semester hours

MECHANICAL ENGINEERING 441
Heating, Ventilating and Air-Conditioning System Design
This course focuses on HVAC systems design. Coverage of HVAC systems includes system type and selection, design, components, materials, installation, and commissioning. Pre-requisites: Mechanical Engineering 307, Mechanical Engineering 363. 3 semester hours

MECHANICAL ENGINEERING 451
Advanced Strength Analysis
This course is designed to give students an advanced understanding of mechanics of materials and their usage in design of mechanical structures and systems. Two-dimensional and three dimensional stress and strain, stress and strain relations, principal stresses; failure theories, factors of safety, stress concentration; beam theory, plate theory, column theory, thin-walled pressure vessels; energy methods, contact stresses, thermal strains, impact effects, fatigue and fracture, elastic stability. This course includes a design project. Pre-requisites: Mechanical Engineering 310. 3 semester hours

MECHANICAL ENGINEERING 452
Advanced Vibrations
Brief review of systems with one and two degrees of freedom. Rayleigh’s method. Application of Lagrangian and matrix methods to discrete systems with many degrees of freedom; normal mode theory; vibrations of finite continua; solution methods and mathematical properties. Numerical and computer methods. Sensitivity analysis. Applications to machines and structures. Pre-requisites: Mechanical Engineering 315 or equivalent. 3 semester hours

MECHANICAL ENGINEERING 453
Finite Element Methods in Mechanical Engineering
Formulation of finite element characteristics using energy methods. Convergence criteria. Consistent load and mass matrices. In-plane and axisymmetric analysis using simple and higher-order triangular and quadrilateral elements. Finite element analysis of plate-bending problems. Isopara metric concepts and formulation; applications to two- and three-dimensional stress analysis. Topics from the following areas will be chosen as time allows: buckling and vibration studies using discrete element techniques; finite element applications in fluid flow and heat transfer. Prerequisite: Mechanical Engineering 450 or permission of instructor. Pre-requisites: Basic Structural Mechanics, Math 214, Math 215, Engineering 111 or consent of instructor. 3 semester hours

MECHANICAL ENGINEERING 454
Advanced Dynamics
Orthogonal coordinate systems and their transformations. Particle kinematics in inertial and noninertial rotating coordinate systems. Dynamics of systems of particles and rigid bodies. Virtual work and generalized coordinates. Lagrange’s equations and Hamilton’s principle for holonomic and non-holonomic systems with applications. Lagrange multipliers. Prerequisites: Under-graduate Dynamics, Mathematics 301. 3 semester hours

MECHANICAL ENGINEERING 456
Mechanics of Composite Materials
Introduction to the mechanics of laminated filamentary composites. Prediction of stiffness and strength of laminated plates. Applications. Prerequisites: Undergraduate Strength of Materials, Mechanical Engineering 223. 3 semester hours

MECHANICAL ENGINEERING 458
Fatigue and Fracture Mechanics
Brittle fracture of structures, elastic stress analysis of cracked components, static and dynamic failures, plane stress and plane strain, elastic-plastic fracture mechanics, fatigue crack growth and life prediction under constant and variable amplitude loading, environmental effects. Term work is mainly design problems and is computer oriented. Pre-requisites: Undergraduate Strength of Materials, Mechanical Engineering 223. 3 semester hours

MECHANICAL ENGINEERING 462
Applied Thermodynamics
This course is designed to review the fundamentals of classical thermodynamics and apply them to the analysis and design optimization of power and refrigeration energy systems incorporating heat exchangers and combustion processes. The topics include: principles of thermal energy conversion; properties of pure substances and mixtures; first and second laws of thermodynamics; entropy; exergy; closed and open systems of various types; applications of the principles of thermodynamics to components and systems, including pumps, compressors, engines, turbines, power plants, renewable energy systems; power and refrigeration cycles. Prerequisite: Mechanical Engineering 203, Mechanical Engineering 307, Mechanical Engineering 363. 3 semester hours

MECHANICAL ENGINEERING 463
Advanced Heat Transfer
Topics in conduction, convection and radiation heat transfer. Numerical methods, phase change, boundary layer principles, gas and solar radiation, combined heat and mass transfer. Prerequisite: Mathematics 301, Physics 209, Mechanical Engineering 208. 3 semester hours

MECHANICAL ENGINEERING 464
Advanced Heat Transfer
This course provides the examination of using renewable energy resources within thermal fluid systems. This class will explore principles and technical details of various thermal renewable energy technologies, such as solar heating & cooling, solar power plant, thermal energy storage, wind energy, geothermal. Prerequisite: Mechanical Engineering 203, Mechanical...
Satellite Design and Technology
This course teaches the entire process of small satellite design, fabrication, integration and testing. The course covers the following topics: history of satellite design, satellite mission design; environment and hazards of space flight; orbits and astrodynamics (including spacecraft orbital elements and satellite tracking software); thermal control, materials and structures, power (including solar panels), propulsion, overview of payloads (communications and observation) data acquisition systems; ground station operation; NASA small satellite testing specifications and thermal, vacuum and vibration testing. Prerequisites: Mechanical Engineering 252, Mechanical Engineering 307, Mechanical Engineering 363 or consent of instructor.
3 semester hours

Additive Manufacturing
Additive manufacturing (AM) or 3D printing is a process of joining materials to make objects from 3D computer aided design (CAD) data. This course is designed to introduce students to the various AM processes, their theory and industrial practices, the latest developments and critical challenges in developing novel AM processes and applications. The expected outcome of this course is to train future engineers to innovate AM processes, select appropriate AM process for specific design-manufacturing applications. It includes a design project with 3D printing practices. Prerequisites: Mechanical Engineering 223, Mechanical Engineering 350D.
3 semester hours

CNC Machine Control and Milling
This course introduces the CNC milling machine to students. Included are machine and shop safety, CNC coding, material selection, machine maintenance, proper use of the coolant systems and tools. Routine machine procedures and implementation are covered in preparation for several machine operations to develop student skills.
3 semester hours

Intellectual Property and Technology
This course is designed for graduate students who have an undergraduate degree in Engineering. Computer Science, Mathematics, Physics, Biology, Industrial Design, etc. Students need not have any familiarity with United States law but they must be prepared to read extensively under the instructor's guidance, statutes and cases decided by the Federal and State courts. Prerequisites: Undergraduate degree in Engineering or Sciences.
3 semester hours

Medical Laboratory Science (MLSC)

Phlebotomy
Introduction to the theory and practice of phlebotomy and laboratory safety. Pre-analytical, analytical and post analytical components of laboratory service. Introduction to the principle and practice of quality assurance and quality improvement.
2 semester hours

Intro to Hematology
Lecture/laboratory course that emphasizes basic hematologic principles. Manual and automated procedures are performed. Emphasis on morphology and clinical applications. The course includes hemostasis and components in the blood related to hemostatic mechanisms. Includes principles of procedures involved and their relationship to diagnosis and treatment of disease. Prerequisite: BIOL 102 with a C or better. Recommend MLSC 315 or Bio 114 as a prerequisite for Biology majors.
2 semester hours

Intro to Clinical Chemistry
Lecture/laboratory course focusing on clinical significance and methodology of carbohydrates, proteins, lipids, enzymes, electrolytes, blood gases, acid-base balance, liver function, kidney function, and endocrinology. Emphasis on quality control as it applies to selected clinical chemistry procedures. Review of lab math and statistics. Prerequisite: CHEM 380 with a C or better.
2 semester hours

Intro to Immunohematology
Lecture/laboratory course emphasizing immunohematologic concepts and properties underlying scientific principles of blood banking. Includes theory and practical applications of blood-group systems, antibody identification and compatibility testing, hemolytic disease of the newborn, autoimmune hemolytic anemia, and donor testing introduction to procurement and processing. Prerequisite: BIOL 102 with a C or better.
2 semester hours

Intro to Immunohematology
Lecture/laboratory course emphasizing immunohematologic concepts and properties underlying scientific principles of blood banking. Includes theory and practical applications of blood-group systems, antibody identification and compatibility testing, hemolytic disease of the newborn, autoimmune hemolytic anemia, and donor testing introduction to procurement and processing. Prerequisite: BIOL 102 with a C or better.
2 semester hours

Medical Laboratory Science

Fundamentals of Medical Laboratory Science
Lecture and laboratory introduction to Medical Lab sciences. Topics to include: Safety, Professionalism, Introduction to all areas of the modern clinical laboratory (Chemistry, Hematology, Microbiology, Immuno/Serology, Blood banking) with special emphasis on Clinical Microscopy and urinalysis. Prerequisite: Bio102. Chem 103 with a C or better. 2 semester hours

Medical Laboratory Science 315

Myology/Parasitology/Virology
Overview of medically significant fungi, parasites, and viruses. Emphasis will be placed on pathogenesis, modes of transmission, and identification. Laboratory techniques used in isolation, cultivation, and identification will be used. Also included will be discussions of epidemiology and host response regarding these microorganisms. Prerequisite: BIOL 101 or BIOL 332, both with a C or better.
4 semester hours

Medical Laboratory Science 320

Pre-clinical Seminar
An introduction to the profession of clinical laboratory science., review of Ethics and professionalism, confidentiality, health care issues, application of safety and government regulations and standards, customer service, interpersonal and interdisciplinary communication and team building skills, UBMLSC policy manual student handbook review, preparation for clinical interviews, resume writing, laboratory organization, roles, and credentialing of laboratory practitioners are discussed. Standards, ethics, and current professional issues are examined. Communication skill development and review of scientific literature are included. Review for the successful completion of the clinical readiness examination. 1 semester hour

Medical Laboratory Science 321

Clinical Seminar I
Educational methodology, including objective and examination, writing and item analysis curriculum design and evaluation of Cognitive, affective and psychomotor domains. Accreditation, Certification and licensure related issues. Dynamics of the health care delivery system as it relates to the clinical laboratory and services.
1 semester hour

Medical Laboratory Science 322

Clinical Seminar II
Introduction to human resource and financial management, Lab operations including critical pathways and clinical decision making, per-
Medical Laboratory Science • Music

formance improvement, lab information systems LIS, personnel management and financial management of a clinical laboratory. Advanced principles and practices of quality assurance and quality improvement, Career advancement and planning, Professionalism, CMP.
1 semester hour

MEDICAL LABORATORY SCIENCE 332
Medical Microbiology
This course is taught in conjunction with the Bio332 Medical microbiology course, the laboratory section is open to MLS majors and focuses on techniques used for the identification of microorganisms in a clinical laboratory. Prerequisite Bio 320 with a C or better.
4 semester hours

MEDICAL LABORATORY SCIENCE 341
Immunology
This course is taught in conjunction with the Bio4+1 immunology course, the laboratory section is devoted to immunologic and serologic techniques utilized in a clinical laboratory. Prerequisite Bio 211 with a C or better.
4 semester hours

MEDICAL LABORATORY SCIENCE 350
Advanced Hematology
Lecture/laboratory focusing on advanced principles of hematologic testing leading to improved interpretive skills in hematology. Emphasis on correlation of data with disease states and disorders. Case studies and discussion used to illustrate the pathophysiology of hematological dysfunction. Prerequisite: MLSC 310 with a C or better.
3 semester hours

MEDICAL LABORATORY SCIENCE 354
Advanced Immunohematology
Lecture/laboratory focusing on problem-solving and special techniques used in antibody identification and compatibility testing. Also includes a discussion of donor requirements, blood component preparation and therapy, and quality assurance in the blood bank/transfusion service. Prerequisite: MLSC 314 with a C or better.
2 semester hours

MEDICAL LABORATORY SCIENCE 355
Advanced Clinical Chemistry
Lecture/laboratory focusing on clinical significance and methodology of trace elements, vitamins, therapeutic drug monitoring, and toxicology. Newer testing methods used to identify diseases/disorders will be discussed. Emphasizes instrument selection and method validation process. Prerequisite: MLSC 311 with a C or better.
2 semester hours

MEDICAL LABORATORY SCIENCE 380
Phlebotomy Rotation
Performance and observation of various phlebotomy techniques in potentially both inpatient and outpatient settings.
2 semester hours

MEDICAL LABORATORY SCIENCE 382
Clinical Hematology Laboratory Rotation (Clinical site)
Automated and manual methods of cell counting and differentiation are performed on blood and other body fluids. Instruction and experience in advanced instrumentation using automated cell counters and differential systems, coagulation and platelet analyzers, and special hematologic testing of white and red cells using cytochemistry techniques are provided to identify disease states and disorders. Prerequisite: MLSC Successful completion of MLSC 310 with C or better. and successful completion of the clinical readiness examination.
4 semester hours

MEDICAL LABORATORY SCIENCE 384
Clinical Chemistry Laboratory Rotation (Clinical)
Provides an opportunity to apply chemical and immunologic theory and practice to routine and special clinical chemistry procedures, toxicology, therapeutic drug monitoring, and urinalysis. Also includes immunologic procedures. Includes instruction and experience in the use, standardization, and maintenance of sophisticated laboratory analyzers. Prerequisite: MLSC 311 with a C or better and successful completion of the clinical readiness examination.
5 semester hours

MEDICAL LABORATORY SCIENCE 385
Clinical Microbiology Laboratory Rotation (Clinical)
Isolation and identification of clinically important bacteria, mycobacteria, and fungi including antibiotic susceptibility testing. Techniques for identifying parasites are included. Prerequisite: MLSC 332 with a C or better and successful completion of the clinical readiness examination.
4 semester hours

MEDICAL LABORATORY SCIENCE 386
Clinical Immunohematology Laboratory Rotation (Clinical)
Blood typing, antibody screening and identification, compatibility testing, and other immunohematologic procedures are included. Emphasis is on operation and problem-solving in a modern transfusion service. Prerequisite: MLSC 314 with a C or better and successful completion of the clinical readiness examination.
3 semester hours

MEDICAL LABORATORY SCIENCE 388
Clinical Correlation (Clinical)
Use of problem-based case studies to analyze clinical situations and correlate laboratory data. Prerequisite: Successful completion of the clinical readiness examination.
2 semester hours

MEDICAL LABORATORY SCIENCE 393
Clinical Research
A review of qualitative and quantitative research methods and statistics resulting in the completion of a clinical based technical or educational based research project.
1 semester hour

Music

MUSIC 100
Private Lessons
Private instrumental/vocal lessons are available at a special fee. One credit per semester will be given for 30 minute weekly lessons. Two credits per semester will be given for 60 minute weekly lessons. Applied music may be repeated for credit each semester. Prerequisite: Permission of instructor.
1-2 semester hours

Music 100 - Bass
Music 100 - Bassoon
Music 100 - Clarinet
Music 100 - Composition
Music 100 - Conducting
Music 100 - Flute
Music 100 - French Horn
Music 100 - Classical Guitar
Music 100 - Jazz Guitar
Music 100 - Harp
Music 100 - Oboe
Music 100 - Organ
Music 100 - Piano
Music 100 - Jazz Piano
Music 100 - Percussion
Music 100 - Saxophone
Music 100 - Sitar
Music 100 - Tabla
Music 100 - Trumpet
Music 100 - Trombone
Music 100 - Tuba
Music 100 - Violin
Music 100 - Viola
Music 100 - Violoncello
Music 100 - Classical Voice
Music 100 - Jazz Voice
An examination of the diverse styles of the
3 semester hours
ceeding classical, romantic and modern periods.
3 semester hours
cal styles from the baroque era through suc-
The historical development of music and musi-
History of Western Music II
MUSIC 204
2 semester hours each
strumentation are analyzed and compared.
3 semester hours
al styles from ancient Greece to the end of
1 semester hour
Description of music and their historical application in Western music. Active lis-
ing and student participation is emphasized.
3 semester hours
A basic course in the elements of music and their
Music Appreciation
MUSIC 121
1 semester hour
y vertical and horizontal contrapuntal textures, students will develop the skills of
writing multiple musical lines according to standard practices. Musical examples are studied.
3 semester hours
Counterpoint. Beginning with first species tonal
Theory II
MUSIC 110
3 semester hours
through the study of contemporary harmony. Lyrical style will be emphasized. Students ana-
ye from the repertoire studied. Continues the study of four-part writing.
3 semester hours
A thorough exploration of music fundamen-
tals: principles of notation, clefs, time sig-
natures, musical terms, rhythmic concepts, scales, keys, triads, and seventh chords. Application of these fundamentals is emphasized through study of musical literature.
3 semester hours
Development of aural recognition and singing. Includes intervals, scales, and triads in all forms.
1 semester hour
A thorough exploration of music fundamentals: principles of notation, clefs, time signatures, musical terms, rhythmic concepts, scales, keys, triads, and seventh chords. Application of these fundamentals is emphasized through study of musical literature.
3 semester hours

MUSIC 109A
Aural Theory I
MUSIC 109A
Aural Theory II
MUSIC 110A
1 semester hour each
Counterpoint. Beginning with first species tonal
contemporary music and progressive to four-part cho-
cale textures, students will develop the skills of
writing multiple musical lines according to standard practices. Musical examples are studied.
3 semester hours

MUSIC 201/202
Master Works of Music I, II
MUSIC 201/202

MUSIC 203
History of Western Music I
MUSIC 203

MUSIC 204
History of Western Music II
MUSIC 204

MUSIC 205
Twentieth Century Music
MUSIC 205

MUSIC 207
The History of Jazz
MUSIC 207
A study of the periods of jazz, jazz performers and composers, trends, influences, stylistic features, and related materials.
3 semester hours

MUSIC 208A / 208B
Jazz Improvisation and Repertoire I, II
MUSIC 208A / 208B
A beginning approach to jazz improvisation through the study of contemporary harmony. Lyrical style will be emphasized. Students analyze and transcribe solos. Prerequisites: Music 109-110.
3 semester hours

MUSIC 212
Studio Recording
MUSIC 212
Introduction to the use of microphones, mixing consoles, digital and analog recorders in the university's recording studio. Labs include on-campus concerts.
2 semester hours

MUSIC 215
Theory III
MUSIC 215
Harmony and Analysis. Introduction to the harmonic and formal practices of the seventy-first and eighteenth centuries in Western music. Examples from the repertoire studied. Continues the study of four-part writing.
3 semester hours

MUSIC 215A / 216A
Aural Theory III, IV
MUSIC 215A / 216A
Continues the development of aural recognition and solfege singing. Includes aural recognition of four-part music, cadences, and modulations.
1 semester hour each

MUSIC 216
Theory IV
MUSIC 216
Harmony and Analysis. Introduction to the harmonic practices of the nineteenth and early twentieth centuries in Western music, with an emphasis on chromaticism and large scale formal considerations. Examples from the repertoire will be examined.
3 semester hours

MUSIC 220
Vocal Diction
MUSIC 220
Study of IPA and vowel and consonant production required for singing in Italian, German, French and English. Specific application to the song and operatic literature.
3 semester hours

MUSIC 255
Group Piano
MUSIC 255
A beginning course in the fundamentals of piano technique and playing. Simple pieces, scales, exercises and transposition.
2 semester hours

MUSIC 265
Keyboard Harmony
MUSIC 265
Keyboard skills are developed which include playing harmonic progressions in any key, cadences, and diatonic and chromatic sequences. Sight-reading diatonic melodies and simple figured bass are also required.
2 semester hours

MUSIC 295
Junior Recital
MUSIC 295
A full-length recital performed on declared major instrument. Format and repertoire must be approved by music faculty. Pass/Fail.
0 credit

MUSIC 304A, 304B
Jazz Arranging I, II
MUSIC 304A, 304B
Beginning and intermediate study and application of modern techniques of writing for large and small jazz ensembles. Prerequisite: Music 215 or permission of instructor.
3 semester hours each

MUSIC 311
Conducting I
MUSIC 311
Fundamental patterns and expressive techniques of conducting. Emphasis in choral techniques and conducting choral ensembles.
3 semester hours

MUSIC 312
Conducting II
MUSIC 312
Advanced patterns and expressive techniques of conducting. Emphasis in instrumental techniques and conducting instrumental ensembles and orchestras.
3 semester hours

MUSIC 315
Introduction to Composition
MUSIC 315
Specific creative projects to be performed by university ensembles or soloists. Techniques of instrumentation and notation are emphasized. Prerequisite: Music 216 or permission of instructor.
3 semester hours

MUSIC 319
Senior Recital
MUSIC 319
A full-length recital performed on declared major instrument. Format and repertoire must be approved by music faculty. Pass/Fail.
0 credit

MUSIC 398
Internship
MUSIC 398
Professional, supervised, work experience in
### Music

#### Ensembles

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 103</td>
<td>University Singers</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>MUSIC 105</td>
<td>Orchestra</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>MUSIC 107</td>
<td>Chamber Ensembles</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC 112</td>
<td>Sinfonietta</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>MUSIC 115</td>
<td>Concert Choir</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>MUSIC 117</td>
<td>Accompanying</td>
<td>1 semester hour</td>
</tr>
</tbody>
</table>

#### Music Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC EDUCATION 183</td>
<td>Literature and Techniques for Chorus</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 211</td>
<td>Group Instruction in Strings</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 225</td>
<td>Group Instruction in Brass</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 226</td>
<td>Group Instruction in Percussion</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 228</td>
<td>Group Instruction in Recorder II</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 240</td>
<td>Pre-Teaching Practicum</td>
<td>0 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 241</td>
<td>Choral Practicum</td>
<td>0 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 242</td>
<td>Instrumental Practicum</td>
<td>0 semester hours</td>
</tr>
<tr>
<td>MUSIC EDUCATION 331</td>
<td>Literature and Techniques for Chorus</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>
Nursing Theory & Evidence-Based Practice (pre-req Statistics)

This course is designed to introduce the RN student to the conceptual, philosophical, scientific, and ethical bases for professional nursing practice. The relationship among theory, research, and evidence-based practice is explored and applied to real life practice situations. The role of the nurse in support of this theory, research, and evidence-based practice is addressed through a theoretical paper, research critiques, and discussion of evidence-based care in selected scenarios.

3 Credits

Health Assessment

The focus of this course is to provide the essential elements of health assessment relevant to the role of the BSN graduate. Skills and tools for holistic health assessment are provided that facilitate the implementation of safe, quality nursing care across the lifespan.

3 Credits

Community Health

This course is designed to provide students with the opportunity to apply the nursing process to the community as the health client. Students will apply principles of community assessment and health promotion to investigate a community/population health status. The health needs of populations at risk within the community are identified and plans are formulated to meet those needs. Implementation of a community health education project with a local community group is an expected outcome for this course.

4 Credits (3 credits theory, 1 credit practice experience)

Professional Seminar

A seminar course focusing on issues pertinent to professional nursing practice. This course provides an opportunity for the RN student to complete the synthesis to the BSN role prior to program completion while exploring current trends that impact the practice of professional nursing.

3 Credits

Leadership and Management in Nursing

Introduces the RN student to organizational theory, management, structure of nursing care delivery systems, and components of leadership behavior. This course focuses on the role of the nurse as both a formal and informal leader in multiple roles of organizing, teaching, decision making, evaluating, and managing conflict.

4 Credits (3 credits theory, 1 credit practice experience)

Quality, Safety/Health Policy

This course examines health care policy and politics as it relates to the quality and safety of nursing practice. Historical, ethical, political, and economic factors are discussed and the nurse’s responsibility and role in health care policy is explored. A project facilitates application of principles addressed in the course.

4 Credits (3 credits theory, 1 credit practice experience)

Nursing & Healthcare Informatics

The focus of this course is to introduce the principles of health care informatics, communication networks, and health care technology in the assessment, delivery, and evaluation of quality nursing care in a variety of settings. Ethical and legal considerations are integrated into the application of technological best practice to care.

3 Credits

Capstone II

This seminar style course is designed to provide an opportunity for synthesis of learning experiences from past and current learning to promote professional practice emphasizing principles of lifelong learning and caring practices. Collaboration with other health care providers to improve evidence-based outcomes of care for individuals, families, and communities is emphasized. The application of these concepts through the development of a professional portfolio will document a strategic change project that reflects successful completion of individual goals and program learning outcomes.

3 Credits

Capstone Seminar (Full semester)

The Capstone Seminar is the culmination of learning in the Core Curriculum. As such it reflectively builds upon learning from the various liberal arts. The purpose of the course is to expand reading comprehension through a series of challenging and interrelated texts and to improve the understanding of and potential for creative verbal and written expression as the scholarly capstone of undergraduate experience. Students should demonstrate the ability to analyze texts and synthesize ideas and to relate texts to contemporary situations. All students write an original essay that integrates themes raised in course readings and discussions.

3 Credits

Nutrition

Anatomy and Physiology I, II

A detailed study of the structure and function of cells, tissues, and organ systems. Control systems of the human body, homeostatic mechanisms, and the interrelations between the systems are studied.

8 full day weekend sessions; 6 semester hours

Introduction to Biochemistry

A review of basic general chemistry topics in-
Nutrition • Philosophy

including atomic theory, periodic law, chemical bonding, chemical reactions, kinetics, acids, bases and organic chemistry topics including isomerism, and physiochemical properties of various functional groups. Biochemical properties of carbohydrates, lipides, proteins, and nucleotides will also be discussed.

6 full day weekend sessions; 4 semester hours

NUTRITION 123
Nutrition Seminar
A seminar designed to provide students with the basic principles of nutrition. Topics include classes and sources of nutrients, energy intake and expenditure, dietary standards and guidelines, food labeling and food safety. Emphasis will be placed on the role of macronutrients in the diet.

2 full day weekend sessions; 1 semester hour

NUTRITION 204
Principles of Nutrition
The principles of nutrition are presented with emphasis upon diet counseling and behavioral modification for the dental patient. The case method is used both in theory and practice to relate prevention and control of oral disease through nutritional status. Prerequisite: CHEM 114.

3 semester hours

NUTRITION 205
Fundamentals of Nutrition
The fundamentals of normal and therapeutic nutrition are presented. Attention is focused on the promotion of health, prevention of illness and the restoration of health following illness for injury. This course includes a self-analysis of the participant’s diet.

3 semester hours

NUTRITION 209
Independent Study
Students examine specific nutritional topics of personal interest. Permission of instructor is required.

3-6 semester hours

NUTRITION 350
Community Nutrition
This course will provide students with the knowledge, skills, tools and evidence-based approaches needed by community nutritionists to promote health and prevent diseases.

3 semester hours

Philosophy

PHILOSOPHY 101
General Philosophy
A survey of the central problems of metaphysics, epistemology, and ethics. Topics include the existence of God, extreme skepticism, the relationship between mind and body, free will versus determinism, and freedom of expression. The course includes analysis of representative thinkers.

3 semester hours

PHILOSOPHY 103
Men, Women, Issues
A discussion of gender differences and sex equality. The course critically examines topics such as sexual harassment, comparable worth, monogamous marriage, prostitution, and rape. These topics are examined from a variety of perspectives, including conservatism, liberal feminism, traditional Marxism, radical feminism, and the care and justice outlooks that Carol Gilligan has identified.

3 semester hours

PHILOSOPHY 104
Logic and Scientific Method
Study of logical inference, both deductive and inductive. Analysis of propositions, arguments, fallacies, language, and the nature and functions of the methods of the sciences.

3 semester hours

PHILOSOPHY 110
Health Care Ethics

PHILOSOPHY 203
Ethics
A study of problems of applied ethics, such as abortion, animal experimentation, affirmative action, and gay and lesbian rights. These problems are explored from the standpoint of ethical theories such as utilitarianism and Kantian ethics. The course helps students formulate and interpret moral values by which they may think and act.

3 semester hours

PHILOSOPHY 205
History of Western Philosophy
A survey of the historical development of philosophy from antiquity through the 19th Century, with weight given to the contributions of Greek philosophers and those of the Middle Ages and the Enlightenment. In the 19th Century, attention is given to the rationalist, idealist, and empiricist schools of thought and their influence.

3 semester hours

PHILOSOPHY 210
Animal Rights
This course explores philosophical theories of animal rights as well as the practical applications of these theories. Topics include vegetarianism, animal experiments, hunting and fishing, the treatment of animals in zoos and circuses, the treatment of companion animals, the treatment of animals in the fur and leather industry, and the use of violence by some animal rights activists.

3 semester hours

PHILOSOPHY 211
Philosophy of Human Rights.
This course explores the following questions: Do human beings have rights? What rights do human beings have? Is torture ever morally justified? How far should freedom of speech and freedom of action extend? Does a fetus have a right to life? To what extent does a free market promote human rights? To what extent are Confucian ideas compatible with human rights?

3 semester hours

PHILOSOPHY 213
Philosophy of Science
This course will introduce students to the philosophy of science by focusing on connections between science and philosophy. Students will examine the ontological status of theories, the social organization of science and interactions between these topics and epistemological questions.

3 semester hours

PHILOSOPHY 216
Philosophy of World Religions
A comparison and analysis of the philosophical foundations of some of the world's major religions. Among the religions studied are: Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

3 semester hours

PHILOSOPHY 323 (PHIL 323/PSCI 323)
Classics in Political Theory
Analysis of principles of political theories of the Ancient Greek, Roman, Medieval, and Early Modern periods. Emphasis on the thought of Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke and Montesquieu. Application of these theories to contemporary political ideas and problems.

3 semester hours

PHILOSOPHY 324 (PHIL 324/PSCI 324)
Recent Political Theory
An examination of a broad spectrum of recent world views, with particular attention paid to systems such as anarchism, Marxism-Leninism, and fascism. Other topics include Third World perspectives, black power, radical feminism, and futurism.

3 semester hours
PHIL 340
Selected Topics in Philosophy
Concentrated study of a major figure or theme that will supplement the offerings in the department.
3 semester hours
PHIL 399
Independent Study
For the student who wishes to specialize in advanced topics not covered by regular course offerings. Individual or small group conferences with designated advisor. Prerequisite: Permission of School Director.
3 semester hours

Physics

PHYS 103
Basic Concepts of Physics I
Space and matter, particles in motion, Newtonian mechanics, atoms and heat, wave phenomena.
2 lectures; 1 two-hour lab; 3 semester hours
PHYS 104
Basic Concepts of Physics II
Electricity and magnetism, relativity, and optics. The fundamental structure of matter.
2 lectures; 1 two-hour lab; 3 semester hours
PHYS 111
Principles of Physics I
The principles of mechanics and their applications. Kinematics, Newtonian mechanics, conditions for equilibrium, static's, work, energy and conservation laws. Rotation. Simple harmonic motion. Prerequisite: MATH 110, or MATH 111.
3 lectures; 1 three-hour lab; 4 semester hours
PHYS 112
Principles of Physics II
3 lectures; 1 three-hour lab; 4 semester hours
PHYS 201
General Physics I
A non-calculus course which presents an introduction to classical mechanics, heat and thermodynamics. Prerequisite: MATH C105 or its equivalent.
3 lectures; 1 three-hour lab; 4 semester hours
PHYS 202
General Physics II
A non-calculus course covering the fundamental laws of electricity and magnetism, electric circuits, and optics, including topics from modern physics. Prerequisites: Mathematics C105 or its equivalent, PHYS 201 or its equivalent.
3 lectures; 1 three-hour lab; 4 semester hours
PHYS 304
Thermodynamics and Statistical Mechanics
The zeroth, first, second, and third laws of thermodynamics with applications to physical phenomena. An introduction to statistical physics. Prerequisite: PHYS 209; Co-requisite: MATH 215. 3 lectures; 3 semester hours
PHYS 305
Electricity and Magnetism I
3 lectures; 3 semester hours
PHYS 306
Electricity and Magnetism II
3 lectures; 3 semester hours
PHYS 312
Photronics
The wave aspects of radiation and the kinematics of wave motion giving rise to interference and diffraction, together with the interaction of electromagnetic waves and matter leading to such phenomena as reflection, dispersion, and polarization. Prerequisite: PHYS 209; Co-requisite: MATH 215.
3 lecture periods; 3 semester hours
PHYS 315
Quantum Mechanics I
Formalism of quantum mechanics; angular momentum, perturbation theory, other approximation methods, and applications of quantum theory. Prerequisites: MATH 215 and PHYS 209.
3 lectures; 3 semester hours
PHYS 317
Analytical Mechanics I
Elements of Newtonian mechanics. Motion of a particle, particles, and rigid bodies in one, two, and three dimensions. Prerequisite: PHYS 209; Co-requisite: MATH 215.
3 lectures; 3 semester hours
PHYS 318
Analytical Mechanics II
Lagrangian and Hamiltonian Mechanics, perturbation theory, central force fields, applications of vector and tensor analysis to nonlinear physical problems. Prerequisite: PHYS 317.
3 lectures; 3 semester hours
PHYS 321
Techniques in Modern Physics
Experimentation and Instrumentation. Undergraduate laboratory experiments in physics. Prerequisite: At least two physics courses numbered above 300.
1 three-hour lab; 1 semester hour
PHYS 322, 323, 324
Physics Laboratory
Undergraduate laboratory experiments in physics. Prerequisite: At least two physics courses numbered above 300 and 321.
1 three-hour lab; 3 semester hours
PHYS 360
Selected Topics in Physics
Selected topics in physics on specialized subjects beyond the scope of required courses to inform students of current areas of interest or to train students in special areas of physics.
3 semester hours
PHYS 390, 391
Physics Seminar
Discussion of advanced and current topics in the field of physics. Students will make literature searches and present papers to the seminar in their areas of interest.
2 semester hours

Political Science

POLI 101
American Government.
The Constitution. Structure and function of the national government: proper citizenship, civil rights, elections, and party organizations.
3 semester hours
POLI 103
Intro to Political Science and Political Science Research Methods
This course serves as a gateway to the study of political science for IPED majors and political science/international relations minors. We’ll survey the historical and philosophical foundations of the political science discipline, major subject fields under the general category of political science, key concepts and issues in political science, and basic scientific methods in political science study and research.
3 semester credits
POLI 203
U.S. Foreign Policy
This course examines contemporary US foreign policy from theoretical and policy per-
pects. How American foreign policy is formulated and conducted will be discussed during the first half of the semester. The second half will be devoted to evaluations of US policies, especially economic and trade policies, towards key regions of the world. 3 semester hours

POLITICAL SCIENCE 204
Government and Politics Abroad
Principal institutions, methods, and problems of government of selected foreign countries in Europe, Asia, Africa, and Latin America as compared with the American System. 3 semester hours

POLITICAL SCIENCE 206
The Political Economy of North-South Relations
Political-economic disparities between “North” (the developed nations) and “South” (developing countries). The causes of these disparities analyzed from an interdisciplinary point of view. Recurring patterns of obstacles to development in some new nations. The role of international financial and other organizations. 3 semester hours

POLITICAL SCIENCE 207
World Politics
This course explores the principal elements of world politics, examining the context in which the major actors play their roles, as well as the salient features of the international community. It will review the most significant aspects of global politics by examining such topics as foreign policy, the nature of national power, and war. It will examine the origin, organization, and function of the major international institutions, and conclude with a discussion of global issues. 3 semester hours

POLITICAL SCIENCE 208
Introduction to International Law
History and nature of international law, territorial sovereignty, natural resources and international norms (e.g. exclusive economic zones, the continental shelf, outer space, etc.), diplomatic & consular relations, International Court of Justice and other tribunals, and the use of force in international law. 3 semester hours

POLITICAL SCIENCE 209
Introduction to United Nations Studies
Examination of the successes and failures of the United Nations, its prospects for the future, principal organs, especially the Security Council, budgetary system, role in arms control, relations between the United Nations and the United States, and related issues. 3 semester hours

POLITICAL SCIENCE 215
International Human Rights
A study of the international protection of human rights. The course analyzes the origin and nature of human rights, the content of human rights standards guaranteed by international law, as well as the global international mechanism for the protection of human rights. It includes a comparative examination of the regional systems in Europe, the Americas, Asia, and Africa for the protection of human rights. 3 semester hours

POLITICAL SCIENCE 233
An Introduction to the U.S. Legal System
This course will offer a comprehensive overview of the U.S. legal system, including an overview of legal practice sources and techniques with emphasis on the major substantive areas of the law. Students will begin by examining issues in constitutional law, with an overview of how government functions and how laws are made. A legal writing segment of the course will allow students to use legal analysis while refining their writing skills. 3 semester credits

POLITICAL SCIENCE 299
Selected Topics in Political Science
A course with variable topic focus, dependent upon student needs and the expertise of the instructor. 3 semester hours

POLITICAL SCIENCE 302 (PS CI 302/IPED 340)
Political Economy of Latin America
This course will explore pre-Colombian, as well as colonial and post-colonial political and economic development in Latin America. It will pay particular attention to socio-political developments of the Cold War period as well as recent significant initiatives such as the Santiago Commitment, MERCOSUR, and NAFTA, attempting to assess their impact upon Latin America’s transformation from development maladjustment, to Third World politics, to an emerging center of democratic capitalism. 3 semester hours

POLITICAL SCIENCE 321 (PS CI 321/IPED 321)
Political Economy of East Asia
In recent decades, the East Asian region has often been described as a model of socioeconomic development, which newly developing regions should emulate. This course will encourage learners to explore the extent to which the East Asian paradigm of development is valid for other regions. This course will explore the cultural and historical factors contributing to the political and economic trajectories China, Korea, and Japan. Through studying East Asia’s unique sociopolitical and economic trajectory, students should be equipped to better contextualize and assess the challenges and opportunities currently facing the Peoples Republic of China, Taiwan, Hong Kong, Japan, and the Koreas. 3 semester hours

POLITICAL SCIENCE 324 (PSCI 324/PHIL 324)
Recent Political Theory
Analysis of the major contemporary ideologies, their historical-philosophical backgrounds and public policy implications. Among the ideologies and belief systems considered are liberalism, conservatism, Marxism (including Leninism and Maoism), fascism, anarchism, religious fundamentalism, and feminism. The cultural expressions of these ideologies in arts and literature are also examined. 3 semester hours

POLITICAL SCIENCE 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director. 3 semester hours.

POLITICAL SCIENCE 399
Independent Studies
This course permits the advanced political science student to undertake individual research in the area approved by the instructor. Continuous consultation with the instructor is required. Prerequisite: Permission of School Director. 1-6 semester hours

Professional Studies

PROFESSIONAL STUDIES 201
Fundamentals of Management and Leadership
This course explores the fundamental principles, theory and functions applicable to a variety of organizational settings. Specific techniques related to managerial functions are explored as well as the broad issues and trends that influence the practice of contemporary man-
management: globalization, technology, diversity, and competitive advantage. Special emphasis is on the role leadership plays in motivation, performance management, communication, team building, innovation, and change management. Prerequisite: None

PROFESSIONAL STUDIES 202
Business Math
Business Math will assist students in learning to use mathematics effectively as a tool in their personal and business lives. After students complete this course, they will be able to understand the terminology used, apply basic math skills, and use common mathematical formulas to solve a variety of personal and business mathematics problems. Prerequisite: None

PROFESSIONAL STUDIES 204
Social Impact of Technology
This course is designed to critically assess the institutional forces that shape and create the demand for information technology (IT). It will also discuss how the consumption of IT impacts economy and society. The course will help participants think about how changing social and economic conditions determine what technologies are consumed and how they are consumed, who consumes them and where they are consumed. Prerequisite: None

PROFESSIONAL STUDIES 220
Analytical & Persuasive Writing
Continuing to practice the rhetorical skills introduced in ENGL 101, students will develop analytical, interpretative, and information literacy skills necessary for constructing a well-supported, researched, academic argument. Prerequisite: ENGL 101

PROFESSIONAL STUDIES 224
Critical Thinking & Writing
Develops the ability to analyze, criticize and advocate ideas. Examines relationship of language to logic, induction and deduction, facts, inferences, judgments, formal and informal fallacies of language and thought. Instructs in writing about issues of critical thinking to develop both thinking and writing skills. Prerequisite: ENGL 101

PROFESSIONAL STUDIES 250
Budgeting & Finance for Organizations
This course familiarizes managers with the core tasks needed for effective financial planning and explains the budgeting process in diverse organizations. Organization, techniques, and politics of administrative planning, budget preparation and legislative appropriations, and control systems in public administration. Prerequisite: PRST 202

PROFESSIONAL STUDIES 250
Organizational Behavior
This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development. Prerequisite: PRST 201 Minimum grade C, TR 3 semester hours

Healthcare Administration

HEALTHCARE ADMINISTRATION 333
Management of Health Care Information Systems
This course examines healthcare organizations from the perspective of managing the information systems that exist within the enterprise. Identifying the clinical and healthcare delivery processes and how they relate to information systems is a main focus. The intent of the course is to identify the key issues confronting the management of healthcare information systems today, examine their causes, and develop reasonable solutions to these issues. Prerequisite: PRST 201 & MGMT 300

HEALTHCARE ADMINISTRATION 331
Law and Ethics in Health Care
This course presents an overview of the legal and ethical issues faced by healthcare consumers, practitioners, and administrators. The course will introduce students to the legal aspects of health care at the federal, state, and local levels. Topics covered will include criminal and civil claims against health care providers, corporate and individual liability, and legal and ethical decision-making. Prerequisite: PHIL 203

HEALTHCARE ADMINISTRATION 334
Healthcare Financial Management
This course is an application of financial management techniques to decision making for health care professionals. This course examines aspects of modern hospital & health care organization financial management to prepare students for supervisory and management roles. In addressing the types of financial decisions that health care executives are most likely to be involved in the course objective is to understand the underlying importance of (1) accounting information; (2) health care industry knowledge; and (3) principles of economics. Prerequisite: PRST 250

HEALTHCARE ADMINISTRATION 332
Health Care Organization & Administration
This is an introductory course on the organization, finance, and delivery of health care services from a societal perspective. It examines alternatives that a society may organize, finance, and deliver health care services, and the philosophical, social, and political economic foundation underlying a health care system. It begins with examining the nature of health and health care services, and followed by reviewing the role of government and free market on health and health care services. Alternative ways of organizing and financing health care services are then explored. Among private health institutions, the focus of inquiry is on health insurance and its provision, hospitals, the role of physicians, and long-term care organizations. Finally, current issues of the U.S. health care system and possible development are also discussed. While this course uses mostly examples from the U.S., experiences from other countries are also discussed where it is pertinent. Prerequisite: PRST 204 & MGMT 300

HEALTHCARE ADMINISTRATION 365
Healthcare Strategic Management
This course will introduce students to concepts, principles, and practices of strategic management in multiple health care settings. Case studies will be used from the health care industry as well as other business sectors to expose students to the field of organizational behavior. Students will develop their knowledge in areas including negotiation, leadership, organizational design, organizational culture, how people work in organizations, and strategy (including stakeholder and SWOT analysis, and the current approaches to the development of strategic plans). Prerequisite: HLAD 343 & 332

Human Resource Administration

HUMAN RESOURCE ADMINISTRATION 334
Training Methods
This course explores current and emerging models and theories, and practical methods to effectively connect training and learning to organizational/business goals. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety a different training and development activities, and 6) evaluate training and development programs. Prerequisite: MGMT 305
Organizational Leadership

ORGANIZATIONAL LEADERSHIP 341
Supervision and Team Building
The course develops management theories of planning, organizing, staffing, leading, and controlling. Emphasis will be given to the effectiveness of human relations in communication, leadership matters, and team-building concepts as it relates to the workplace. Although the course emphasizes principles and practices of first-line supervision, it also introduces concepts and skills for supervisory leadership and supervisory management needed for effective team building, program or organizational innovation, group decision-making, and mediating intra-staff conflict as well as conflict between staff and administration. Prerequisite: MGMT 300

ORGANIZATIONAL LEADERSHIP 342
Non-profit Management
This course will introduce students to strategic management issues in the nonprofit sector. The course will cover key issues in founding, leading, managing, and governing nonprofit organizations and new nonprofit ventures, including organizational mission, strategic analysis and planning, board governance, multiple constituencies, partnerships and collaborations, human resources, financial management, fundraising and resource development, and performance measurement and impact. Prerequisite: MGMT 300

ORGANIZATIONAL LEADERSHIP 350
Organizational Change and Leadership
This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the “followers”, and the situation), managing with innovation and creativity, escaping from embedded practices, and embracing new managerial principles. Prerequisite: PRST 201 & MGMT 300

ORGANIZATIONAL LEADERSHIP 351
Challenges in Leadership Seminar
This course will explore in a seminar format leaders and leadership situations. The key elements of leadership will be discussed and should facilitate the development of a coherent and consistent perspective on leadership. Prerequisite: ORLD 350

Psychology

PSYCHOLOGY 103
Introduction to Psychology
An introduction to the field of psychology, including such topics as research methods, the brain, neuronal structure and functioning, sleep and dreaming, cognitive and social development, learning, memory, intelligence, personality, psychopathology, psychotherapy, social cognition, and social influence. This course is a prerequisite of all higher-numbered psychology courses, with the exception of PSYC 201 (Child Psyc) which can be taken concurrently with Psyc 103.
3 semester hours

PSYCHOLOGY 201
Child Psychology
This course will examine the theories and issues surrounding biological, cognitive and psychosocial development from conception to pubescence. This course is interactive with a focus on personal life experience and current social events. This course is the first in a series of 4 courses that can lead to a certificate in human development.
3 semester hours

PSYCHOLOGY 202
Adolescence
This course will examine the theories and issues surrounding biological, cognitive and psychosocial development from pubescence to adulthood. Students explore experiences and values related to risk taking, friendship, peer-groups, peer-pressure, marriage, relationships, parenting, and sexuality. This course is the second in a series of 4 courses that can lead to a certificate in human development.
3 semester hours

PSYCHOLOGY 203
Maturity and Aging
This course will examine the theories and issues surrounding biological, cognitive and psychosocial development from adulthood through death and the process of dying. This course is interactive and focuses on personal experiences and reactions. Important questions about health, longevity, aging, and the dying process are explored. This course is the third in a series of 4 courses that can lead to a certificate in human development.
3 semester hours

PSYCHOLOGY 230
Abnormal Psychology
The course will focus on the study of those thoughts, feelings, and behaviors that interfere with psychologically adaptive functioning. The causes and appropriate treatments of mood disorders, personality disorders, schizophrenia, adjustment reactions, and other disorders as specified in the DSM will be discussed.
3 semester hours

PSYCHOLOGY 240
Social Psychology
This course is designed to provide an overview of the field of social psychology. Learning will be accomplished through reading and discussion of the text, as well as presentation of supplemental material provided by the instructor along with in-class activities, videos and discussion. Topics will include discussion of the varying domains of research in social psychology, important studies in the field, and how it applies to academia and everyday life. Topics will include: attitudes and attitude formation, persuasion, aggression, conformity, obedience, culture, helping behaviors, attraction, self-concept, as well as discrimination and prejudice.
3 semester hours

PSYCHOLOGY 303
Personality Psychology
This course will focus on the structure, dynamics, and development of personality. Major personality theories – psychoanalytic, trait, behavioral, cognitive, socio-biological, humanistic/existential – and their implications for understanding human cognition and behavior, will be discussed.
3 semester hours

PSYCHOLOGY 307
Cognitive Psychology
This course will focus on recent advances in the understanding of thought processes. There will be a focus on attention, perception, memory, imagery, problem solving, language, intelligence, creativity, and dreaming.
3 semester hours

PSYCHOLOGY 309
Industrial/Organizational Psychology
This course provides an application of psychological principles to industry, business, transportation, communications, institutions, leadership, and consumer behavior.
3 semester hours

PSYCHOLOGY 310
Human Sexuality
Physiological and psychological components of human sexuality, and their interaction will be discussed. There will be a focus on health and social issues and on individual, gender, and cultural differences.
3 semester hours
Psychology

PSYCHOLOGY 314
Educational Psychology
Psychological concepts, principles, theory, and research will be applied to the teaching and learning process. There will be a focus on growth and development, adjustment and personality, learning, measurement, and evaluation.
3 semester hours

PSYCHOLOGY 316
Current Topics in Psychology
Examination of one or more currently prominent topics in psychology, such as memory reconstruction, sexual orientation, emotional intelligence, brain plasticity, or hate crimes.
3 semester hours

PSYCHOLOGY 321
Research Methods
Students will explore and evaluate the validity of various experimental and non-experimental research strategies and gain experience collecting psychological data, in groups and individually. The course provides foundations of statistical analysis, including both descriptive and introductory inferential statistics.
3 semester hours

PSYCHOLOGY 345
Health Psychology
This course will explore how psychological theories are applied to behaviors associated with health. Students will examine the cognitive and behavioral processes associated with a wide range of mental and physical health activities. Theories and research from clinical, social, developmental and biological backgrounds will be discussed in regards to their application to health behaviors. Specific topics will include stress and coping, drug and alcohol use, social support, health stigmas, patient/provider interactions, pain and pain management, and disorders related to health.
3 semester hours

PSYCHOLOGY 346
Animal Behavior
This course integrates the proximate and ultimate causes of behavior through survey of key concepts, theories and models in the field of Animal Behavior. Students will explore the mechanistic causes of behavior including the genetic, hormonal, neural and environmental influences on behavioral development and expression. Students will examine behaviors important to survival (such as finding food and avoiding predators) and those important to reproduction (such as selecting mates) while considering the manner in which these behaviors are shaped and constrained by ecology and evolutionary history. Students will actively examine classic theories and research in this area, and compare and contrast it with modern scientific perspectives from numerous disciplines.
3 semester hours

PSYCHOLOGY 348
Psychology of Women
This course will cover various aspects of the psychology of women such as gender stereotypes and biases, gender comparisons social situations, women and work, love relationships, women and psychological disorders, and violence against women. Prerequisite Course: PSYC 103 and 201 or 202
3 semester hours

PSYCHOLOGY 355
Sports Psychology
A study of the psychological foundations of physical activity. An overview of the psychological and mental factors that influence and are influenced by participation and performance in sports, exercise and physical activity. Included are applications of the knowledge gained through research to everyday settings.
3 semester hours

PSYCHOLOGY 370
Forensic Psychology
Surveys the overall intersection of psychology and the American court system. Emphasis will be placed on issues related to clinical psychology/psychiatry in the criminal justice system such as sanity evaluation, criminal profiling and assessment of dangerousness. Students will explore how forensic psychologists have been involved in the jury selection process and have contributed to our understanding of eyewitness testimony (limitations of memory) and the detection of deceit through the polygraph and other techniques. Finally, students will explore how professionals trained in developmental, organizational, and clinical psychology interact with the court system when they serve as "expert witnesses" in a variety of civil and probate matters.
3 semester hours

PSYCHOLOGY 375
Psychology of Stigma
This course will broadly explore the psychological foundations of stigma, as well as the ramifications of being stigmatized. Theories as to why people stigmatize others, how this is justified and rationalized, and how people cope with being stigmatized will be explored. Specific topics will include racism and discrimination, social exclusion, gender and sexuality bias, stigma consciousness and self-concept, ageism, and taboo behavior. Students will integrate theories of stigma with other modern psychological principles, and will actively discuss and write on these concepts.
3 semester hours

PSYCHOLOGY 380
Biological Psychology
The biological mechanisms underlying human behavior will be explored. This course will focus on evolution, genetics, and the anatomy and physiology of the human brain and nervous system. How these systems are affected and impacted by sensory systems, movement, waking and sleeping, homeostasis, hormones, sexual behavior, emotions, learning, memory, and language will be discussed.
3 semester hours

PSYCHOLOGY 381
Drug Effects and Behavior
Fundamentals of psychopharmacological research with emphasis on human drug-taking behavior will be discussed. A discussion of the various psychoactive drugs and implications of their use will occur.
3 semester hours

PSYCHOLOGY 385
Statistical Methods in Psychology
This course will provide the student with an overview of basic statistical theories and methodologies used in modern psychological research. Topics will include the theoretical basis, application, and methodologies involved in descriptive statistics, correlations, t-tests, ANOVAs and regressions.
3 semester hours

PSYCHOLOGY 390
Psychology Research Practicum
This course is designed to give students the opportunity and experience of assisting with empirical research in psychology, under directed mentorship of a faculty member at UB. Prior approval by that faculty member is required. Directed mentorship in a psychology laboratory outside of UB will be considered. Students will learn about the ethics involved in human research, and will assist a faculty member in their research through activities such as participant recruitment, survey administration and other forms of data collection, data entry, and empirical literature review. Students will provide a written summative overview of their experience at the end of the semester. This course is by instructor permission only, and is limited to psychology (or closely related area) majors with a minimum of sophomore standing and a 3.3 cumulative GPA.
2–4 semester hours
Psychology • Retailing

PSYCHOLOGY 395
Senior Thesis in Psychology
Students work individually with their advisor to produce an integrative review or conduct empirical research on a specific topic within psychology.
3 semester hours

PSYCHOLOGY 398
Careers in Psychology (Internship)
This course is designed to give students practical experience applying their knowledge of psychology or psychology related principles to an actual career or work setting. Internships may take place in local businesses, mental health and crisis centers, schools, residential settings, criminal justice programs, camps, college campuses, hospitals, community centers and other related environments. Students must have a designated, qualified supervisor within the work environment. Students provide written documentation that relates their knowledge to the work setting. This course is by instructor permission only.
1-6 semester hours

PSYCHOLOGY 399
Individual Study in Psychology
An opportunity to study topics not covered in regular course offerings or to carry out an individual course of instruction.
1-6 semester hours

PSYCHOLOGY 407
Psychology of Consciousness
This course will focus of all aspects of consciousness. Topics include sleep and dreams, meditation and prayer, yoga, daydreaming, creative insights, extrasensory perception, spiritual experiences, drug-induced states, hallucinations, and the mind-body issue.
3 semester hours

Retailing

RETAILING 180
Seminar in Professional Development
Surveys retail and related career areas, entry requirements and employment opportunities. Students are provided with opportunities to develop pertinent retailing related resumes, professional portfolios and interview techniques, as well as letters of application. Detailed study of the current job market and business ethics are also included.
3 semester hours
Offered: Alternating semesters annually

RETAILING 201
Retail Advertising and Fashion Promotion
Principles and methods of advertising and promotion for producers, manufacturers and retailers with emphasis on the retailers most often used media — the newspaper. Varying advertising approaches of the mass merchandiser, the prestigious department store and the specialty store are included. Additionally, students work on individual or group assignments in special events planning; visual merchandising; direct marketing, publicity, newspaper and magazine advertising. The role of the retail buyer and product developer in the advertising function in the planning and budgeting of ads is also included.
3 semester hours
Offered: Alternating semesters annually

RETAILING 202
Retailing Mathematics
A functional and realistic approach to retailing principles and operations by the application of mathematical formulas and procedures. Emphasis on income statements, pricing techniques, markup, markdown, sales volume, inventory control, merchandising terminology, and merchandising planning. Math placement test must be taken.
3 semester hours
Required: A grade of at least a "C" to enter Retailing 304
Offered: Alternating semesters annually

RETAILING 203
Fashion and Retail Buying I
The study of buying theory and techniques for department stores and specialty retailers. Analyzes the buying function and examines how buyers’ responsibilities vary in different types of merchandising organizations. Study of the principles, procedures, and techniques practiced by merchandisers of fashion goods in determining resources to select, and assortments to buy includes private label development.
3 semester hours
Offered: Alternating semesters annually

RETAILING 205
Textiles I
Basic concepts of textiles dealing with fibers, yarns and methods of fabric construction. Specific laboratory assignments devoted to natural and synthetic fiber identification and testing. $50 lab fee.
3 semester hours
Offered: Alternating semesters annually

RETAILING 206
Textiles II
Continuation of textile concepts including the study of films, foams, laminated fabrics, fiber webs, knitted constructions, knotted fabrics, laces and flocked fabrics. In depth study of aesthetic and functional fabric finishes with emphasis on specific needs of the clothing and home furnishings industries. Laboratory work includes industry testing standards to individual fabrics. Woven, knitted, and applied fabric patterns are explored using a variety of mediums including CAD, CAM software. Students are responsible for submitting testing results and aesthetic development projects in addition to preparing sample books of commercially produced designs and functional finishes. Prerequisite: RETL 205. $50 laboratory fee.
3 semester hours
Offered: Alternating semesters annually

RETAILING 280
Industry Internship
Paid work experience in a faculty-approved retail organization. Six week full-time on-the-job assignment combined with written research into corporate structure and marketing strategy. Holiday selling season of sophomore year. Prerequisite: 2.5 Q.P.R. Student must maintain 2.5 Q.P.R. during the internship semester. Fashion Merchandising and Retailing majors only.
3 semester hours
Offered: Alternating semesters annually

RETAILING 300
Mass Merchandising and Marketing
An analytical study of national and multi-national mass merchandising organizations that include origin, concepts, operations, technology, and profitability. Comparison of in-store mass merchandisers and non-store catalog retailers, on-air merchandisers, and on-line marketers. Students research one in-store and one non-store mass merchandiser of their choice in depth. Students prepare a catalog, an on-air, and an e-tailing presentation using a mass market approach. Students utilize “CATALOG,” “STORY-BOARD,” software to prepare presentations. Students explore the benefits of social media on the mass market. Prerequisites: RETL 201, RETL 204, RETL 207 and RETL 213; open to juniors and seniors only.
3 semester hours
Offered: Alternating semesters annually
RETAILING 304
Fashion and Retail Buying II
Inventory and stock control procedures, analysis of consumer demand in the buying and marketing of fashion products. Six month budget planning of sales, goods, and promotional activities. Spreadsheets and computer applications are used to plan, analyze, and adjust retailing activities by revisions in quantities and merchandise assortments. Practice in buying from a variety of domestic and international resources. Prerequisites: RETL 102 with a grade of “C” or better and RETL 205. 3 semester hours
Offered: Alternating semesters annually

RETAILING 307
Surface Design I
Introduction to the business of Textile Surface Design. Course focus is on applied surface designs using natural and geometric motifs as they apply in a variety of fashion markets including infant’s and children’s, women’s, men’s, domestics and paper goods. Students research current market design and color trends. Using classic, modern, or ethnic motifs students work with layout, repeat size and color ways. Students develop their own collection libraries in paper and disc formats. Students design applied patterns and alternative color ways using “DESIGN and REPEAT” and “EASY COLORING” CAD/CAM software. Students prepare portfolios of their best designs. Open to juniors and seniors only. Prerequisites: RETL 205, RETL 206, Design 103. $50.00 lab fee. 3 semester hours
Offered: Alternating semesters annually

Social Sciences

SOCIAL SCIENCES 401
Introduction to the Social Sciences I
A survey of the development of the social sciences, how they were shaped by historical forces, and their role in understanding society. The emergence of economics, anthropology, sociology, psychology, and political science from social philosophy. Prerequisite: ENGL C101 or department permission. A Core Heritage Course. 3 semester hours.

SOCIAL SCIENCES 207
World Regional Geography
A survey of world physical and human geographic patterns. Each world region will be analyzed in terms of its environment and resource distributions, agricultural systems and rural development, population growth and characteristics, and patterns of urbanization and industrial growth. Considerable emphasis will be placed on the non-Western world, issues of sustainable development, and the changing nature of geography. Students will be required to write one research paper on a particular world region of their choice. 3 semester hours.

SOCIAL SCIENCES 300
Seminar in Social Science Methods
An introduction to the methods of research and criticism employed in history, economics, anthropology, sociology, psychology, and political science. Social Sciences majors will gain experience in both statistical and interpretative methods that will be useful for their senior thesis. PC access required. Prerequisite: Sophomore standing. Required of Social Sci--
ences majors in the junior year.
3 semester hours
SOCIAL SCIENCES 395
Senior Thesis
Students work individually with their advisors, preferably starting in the second semester of the junior year, to research and write a thesis on a topic related to the social sciences. This topic may be the extension of an idea first developed in the Seminar on Social Science Methods. Prerequisite: SOSC 300. Required of Social Science majors in the senior year.
3 semester hours
SOCIAL SCIENCES 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director.
3 semester hours
SOCIAL SCIENCES 399
Independent Study
For the student who wishes to specialize in advanced projects not covered by regular course offerings. Individual or small group conferences with designated advisor. Prerequisite: Permission of advisor and School Director.
1-6 semester hours

Sociology

SOCIOLOGY 101
Principles of Sociology
3 semester hours
SOCIOLOGY 102
Sociology of Social Problems
Analysis of major problems in modern society; existing methods for dealing with these problems.
3 semester hours
SOCIOLOGY 118
Introduction to Criminal Justice
This course is intended to introduce you to the field of criminal justice and criminology. More specifically, we will explore how the American criminal justice system interacts with society and reacts to societal issues. In turn this will help us understand how society functions in response to the criminal justice system.
3 semester hours
SOCIOLOGY 204
Marriage and the Family
Courtship, marriage patterns, social sexual adjustment. Social interaction within the family. The family and society.
3 semester hours
SOCIOLOGY 231
Cultural Anthropology
Origins and growth of culture. Pattern of culture as related to personality and social structure. Comparative cultures.
3 semester hours
SOCIOLOGY 270
Sociology of Deviance
Specialization into deviance; social typing; deviant subcultures; deviant identity; accommodation to deviance; public and informal regulation of deviance; treatment approaches to deviance; theoretical frameworks. Implications for policy-making. Prerequisite: SOC 101
3 semester hours
SOCIOLOGY 299
Selected Topics in Sociology
A course with variable topic focus; dependent upon student needs and the expertise of the instructor.
3 semester hours
SOCIOLOGY 310
Race and Ethnicity
Racial and ethnic stratification; causes and consequences of prejudice and discrimination; problems of assimilation and pluralism; racial and ethnic conflict in the U.S. and in other societies.
3 semester hours
SOCIOLOGY 311
Juvenile Delinquency
Analysis of delinquency causation, methods of treating delinquents, juvenile court procedures, interrelationship of police and youth, and problems of prevention.
3 semester hours
SOCIOLOGY 315
Criminology
A critical examination of the conditions under which crime and delinquency occur. Theories of crime and punishment. Treatment of offenders.
3 semester hours
SOCIOLOGY 348
Religion & Society
A sociological and anthropological analysis of religion as a universal social institution, with emphasis upon theories of the origins of religion, relationships of religion to other social institutions, study of selected Western and non-Western religions in their socio-cultural contexts, religion as a source of social equilibrium and conflict, types of religious movements.
3 semester hours
SOCIOLOGY 355
Globalization
This course examines the phenomenon of globalization as an economic, political, and cultural reality. The focus of lecture and discussion will arise through consideration of treatment of the issue by current social theorists: e.g., Roland Robertson, Peter Berger, Immanuel Wallerstein, Mike Featherstone, Thomas Friedman. Critics of globalization will also be read and considered: e.g., Lourdes Beneria, John Cavanaugh, Joseph Stiglitz.
3 semester hours
SOCIOLOGY 399
Independent Study
For the student who wishes to specialize in advanced projects not covered by regular course offerings. Individual or small group conferences with designated advisor. Prerequisite: Permission of advisor and School Director.
1-6 semester hours

Spanish

SPANISH 101
Elementary Spanish I
Introduction to Spanish, stressing pronunciation, aural comprehension, and basic conversation. The fundamental principles of grammar. Training in reading comprehension and writing.
3 semester hours
SPANISH 102
Elementary Spanish II
Continuation of Spanish 101. Prerequisite: SPAN 101.
3 semester hours
SPANISH 103
Intermediate Spanish I
Conversation based on the reading of modern prose texts. Drill in written and oral self-expression. A review of the principles of grammar. Prerequisite: Spanish 102 or two years of high school Spanish.
3 semester hours
SPANISH 104
Intermediate Spanish II
Continuation of Spanish 103. Prerequisite: SPAN 103 or three years of high school Spanish.
3 semester hours
SPANISH 399
Individual Study
Special projects on topics not studied in detail in regular courses, or projects on topics included in regular courses when those courses are not available. Prerequisite: Permission of
School Director.
1-6 semester hours

**Theatre**

THEATRE 103
**Introduction to Theatre**
The art of the theatre: its literature, structure, and aesthetics. Contributions of the playwright, actor, architect, director, designer, and producer are examined through lectures, presentations by visiting artists, class discussion, projects, and attendance at theatrical performances. 3 semester hours

THEATRE 233
**Role Study and Characterization**
The creative processes by which an actor may construct an interpretation are studied in theory and pursued in practice with heavy emphasis upon scenes. 3 semester hours

**World Religion**

WORLD RELIGION 102
**Introduction to Eastern Religions**
This course offers students a comparative and historical introduction to Hinduism, Buddhism, Confucianism, and Taoism. Attention is given to primary texts and rituals, historical and doctrinal development, socio-cultural setting and political impact. 3 semester hours

WORLD RELIGION 103
**Introduction to Western Religions**
This course offers students a comparative and historical introduction to Judaism, Christianity, and Islam. Attention is given to primary texts and rituals, historical and doctrinal development, socio-cultural setting and political impact. 3 semester hours

WORLD RELIGION 204
**Hinduism**
This course introduces students to the major textual, practical, communal, doctrinal, and philosophical features of Hinduism. Special attention is given to Hindu mythology, the Upanishads, and the Bhagavad-Gita. 3 semester hours

WORLD RELIGION 205
**Buddhism**
This course introduces students to the major textual, practical, communal, doctrinal, and philosophical features of Buddhism. Special attention is given to Theravada, Mahayana, and Tantric texts. 3 semester hours

WORLD RELIGION 207
**Judaism**
This course introduces students to the major textual, practical, communal, doctrinal, and philosophical features of Judaism. Special attention is given to the Hebrew Bible (Tanakh) and the Holocaust. Differences among contemporary forms of Judaism (Orthodox, Reform, Conservative, and Reconstructionist) are studied in some detail. 3 semester hours

WORLD RELIGION 208
**Christianity**
This course introduces students to the major textual, practical, communal, doctrinal, and philosophical features of Christianity. Special attention is given to the New Testament. Differences among contemporary forms of Christian community (Roman Catholicism, Orthodoxy, and Protestantism) are studied in some detail. 3 semester hours

WORLD RELIGION 215
**Unification Philosophy**
This course intends to familiarize students with the unique nature of Unification Philosophy and invite reflection on the ways in which it relates to the Western philosophical tradition. Students will review key areas of inquiry in Western philosophy as well as practical applications of such inquiry. In the process, learners will examine the ways in which these areas of inquiry are addressed in Unification Thought texts and supporting literature. It is expected that the general framework and method of Unification Philosophy, with whatever its strengths and limitations, will become clear through the learning process and encourage speculation and critical discourse on its potential for further development. 3 semester hours

WORLD RELIGION 216
**Philosophy of World Religions**
A comparison and analysis of the philosophical foundations of some of the world's major religions. Among the religions studied are: Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism. 3 semester hours

WORLD RELIGION 217
**Comparative Religious Ethics**
A comparative study of Hindu, Buddhist, Confucian, Taoist, and Islamic accounts of human ethic. Topics vary from semester to semester. 3 semester hours

WORLD RELIGION 218
**Religion, Peace, and War**
This course examines economic, political, and cultural aspects of religious conflict, and proposes a theory for conflict mediation that entails recognizing the key role played by religious institutions and cultural rationality within society. Models of conflict mediation are studied. These theories are practiced in case studies and class models. The relationship of interreligious and conflict mediation is considered. 3 semester hours

WORLD RELIGION 229
**Confucianism**
An examination of the major figures, texts, and ideas of Confucianism. Attention is given to social setting and political influence. 3 semester hours

WORLD RELIGION 230
**Taoism**
An examination of the major figures, texts, and ideas of Taoism. Attention is given to the dialogue with Confucianism. 3 semester hours

WORLD RELIGION 278
**Religion, Peace, and War**
This course examines economic, political, and cultural aspects of religious conflict, and proposes a theory for conflict mediation that entails recognizing the key role played by religious institutions and ‘cultural rationality’ within society. Models of conflict mediation are studied. These theories are practiced in case studies and class models. The relationship of interreligious and conflict mediation is considered. 3 semester hours

WORLD RELIGION 301
**World Scriptures**
A Study of primary source readings in world religious literature. Attention is also given to critical research methods. In the course we will read from the Upanishads, Bhagavad-Gita, Dhammapada, Koran, Tanakh, New Testament, and the Analects. 3 semester hours

WORLD RELIGION 305*
**Comparative Religious Ethics**
A comparative study of Hindu, Buddhist, Christian, and Islamic accounts of human rights, ecology, family, violence, and economy. The possibility of developing a universal ethic is considered. Topics vary from semester to semester. 3 semester hours

WORLD RELIGION 348/SOCIOLOGY 348
**Religion and Society**
A sociological and anthropological analysis of religion as a universal social institution, with emphasis upon theories of the origins of religion, relationships of religion to other social institutions, study of selected Western and non-Western religions in their socio-cultural contexts, religion as a source of social equilibrium and conflict, and types of religious movements. 3 semester hours

WORLD RELIGION 373
**Islam and Democracy**
This course aims to address the following questions: Are Islam and democracy compatible? How is religious interest defined? How are Islamic images and institutions used? What is the historical relationship between Islam and politics? When and under what conditions
World Religion

is Islam publicized and politicized? Is Islam compatible with modernity? Is it possible to be modern and Muslim at the same time? How do Islamic scholars deal with the questions of “difference”, democracy, and science? The major task of this course will be to assess how religion makes an impact on politics, state and society and in turn is impacted upon and potentially transformed by society, politics and the state. Instructor’s permission may be required for this course.

3 semester hours

WORLD RELIGION 374
Religion and Politics in the Middle East
This course examines the intersection of religion and politics in the current landscape of the societies of the Middle East. While the West has emphasized separation of church and state, numerous nations and political parties in the Middle East emphasize the relationship between the two and the guiding role that religion is meant to play in political decision making. This course also examines the impact that secularization has had upon religion in the Middle East and it notes how this has played a key role in the development of Islamic militarism and the strengthening of some of the religiously based political parties of the region. Instructor’s permission may be required for this course.

3 semester hours

WORLD RELIGION 375
Religion and Genocide
This course examines religion and politics in the Middle East. Histories of Judaism, Christianity, and Islam, their shared and opposing religious and social ideas, are studied. Particular attention is paid to the state of Israel and the question of a Palestinian state. Topics also include the Six Day War, issues of sovereignty and land, terrorism, and geopolitics. Instructor’s permission may be required for this course.

3 semester hours

WORLD RELIGION 395
Senior Thesis Seminar
Instructor’s permission may be required for this course. Prerequisites: Senior standing, world religions major. Introduction to and preparation of a senior research thesis.

May be taken for 6 semester hours

WORLD RELIGION 428
Socio-Political Implications of Religion
Once considered an archaic force, destined to wither away as nations underwent rapid economic development, religion has instead gained renewed interest as a factor in contemporary political life. However, this is not merely a course on comparative religion. It is a course that surveys and compares the role of religion in global politics, international relations, and domestic policy. It is clear that religion has and continues to play a major role in the politics of nation-states and the development of the international system. While the world seemed primarily focused on the recent role of political Islam, this course recognizes the role of the major religions (defined as those faiths with a “world-wide” presence) in the shaping of politics in the domestic contexts of nations and world politics. Instructor’s permission may be required for this course.

3 semester hours
Graduate Courses of Instruction
Course of Instruction

Courses numbered: 400-499
—Open to graduate students and to qualified undergraduates. [I.E. These are Graduate Classes that are open to qualified undergraduates with departmental permission]

Courses numbered: 500 and above
—Open to graduate students only

Student experience may suggest exceptions are warranted. In those instances, students should consult with their advisors. Deans have authority to approve exceptions.

Some graduate courses are offered every year, but many are scheduled over a two-year or three-year cycle. It is, therefore, essential that graduate students should carefully plan entire programs with their graduate advisors so that they will be able to register for all required courses over the time span in which they expect to complete the degree. The University reserves the right to limit the number of students registered in any graduate course, and also the right to cancel any course for which there is insufficient enrollment.

Accounting

ACCOUNTING 400
Financial Accounting
This course is an introduction to American financial accounting principles based on FASB and IASB, including the measurement, processing, and communication of accounting information. Users of such accounting information include business owners, managers, creditors, prospective investors, and others interested in the financial condition of an entity and the results of its operations. Topics covered include the accounting cycle, merchandising, services, fixed assets and corporate accounting issues. Prerequisite: Admission to graduate study.
3 semester credits

ACCOUNTING 500
Accounting, Business Law & Ethics
The course focuses the fundamentals of Accounting, and also, how the legal and ethical environment of business impacts business decisions. There is an introduction to the basic principles of Accounting: how to account for business transactions. Emphasis on the understanding of how financial statements are prepared, and how they are used as a basis for decision making by business owners, and others interested in the financial condition of an economic entity and the results of its operations. The Law component introduces how the legal environment of business impacts business decisions with broad ethical, and critical thinking examples throughout. Knowledge of the legal aspects of running a business will enable the student to conduct business within the legal framework and understand the ethical dimension of business decisions. Topics include: Introduction to Business Ethics; Financial Regulation (Sarbanes-Oxley, Dodd-Frank) Business Crimes, Torts, and Contracts; Corporate and Government Regulation of Business; Business Organizations; Employment and Labor Laws; Consumer Protection and Environmental Regulation; and Ethical Conflicts including Corporate Loyalty v. Whistleblowing, and Privacy and Technology. Broad ethical critical thinking will be examined using legal cases, decisions, essays and articles.
3 semester credits

ACCOUNTING 505
Managerial and Cost Accounting
This course provides an introduction to managerial and cost accounting used by management in conducting daily operations, planning future operations, and developing overall business strategies. The objective is to gain an understanding of the role of accounting in the management process of planning, directing, controlling, and improving the organization’s objectives (goals) and to translate those objectives into a course of action. Prerequisites: ACCT 400 and completion of all core courses or concurrent registration in final core courses.
3 semester credits

ACCOUNTING 510
Intermediate Accounting
This course applies generally accepted accounting principles to the preparation of financial statements, including balance sheets, income statements, statement of cash flows, and retained earnings statements. Accounting for leases, employee benefits, deferred taxes and other specialized accounting topics will also be explored. Prerequisites: ACCT 400 and completion of all core courses or concurrent registration in final core courses.
3 semester credits

ACCOUNTING 520
Auditing
This course examines laws and methods for conducting commercial audits. Ethics, attestation standards, controls and fraud detection are among the topics that will be discussed. Application of generally accepted accounting principles to the review of financial statements, as well as the responsibility of the certified public accountant to the various users of the statements will also be explored. Prerequisites: ACCT 400, ACCT 510 and completion of all core courses or concurrent registration in final core courses.
3 semester credits

ACCOUNTING 530
Personal Taxation
This course is an overview of the major types of personal taxes used by governments to raise revenue. Emphasis is placed on the taxation of individuals and tax planning considerations for the individual. Prerequisites: ACCT 400 and completion of all core courses or concurrent registration in final core courses.
3 semester credits

ACCOUNTING 535
Business Entity Taxation
This course is an overview of the major types of corporate and business entity taxes used by governments to raise revenue. An emphasis is placed on the tax issues of different business forms, tax management and tax planning considerations for the business entity. Prerequisites: ACCT 400, ACCT 530 and completion of all required Accounting concentration courses or concurrent registration in final required concentration courses.
3 semester credits

ACCOUNTING 540
Advanced Financial Accounting
This course is an overview of selected accounting topics of interest to international business students. Topics include current practice in accounting for business mergers or acquisitions, accounting for stock investments in affiliated companies, an introduction to consolidated financial statements, accounting for branch operations and an introduction to accounting for state and local governmental units. Prerequisites: ACCT 400, 510 and completion of all core courses or concurrent registration in final required concentration courses.
3 semester credits

ACCOUNTING 545
Financial Reporting and Analysis
This course is an overview of generally accepted accounting principles underlying the content of financial statements including alternative inventory valuation methods, lease accounting, segment reporting and reporting for employee benefit plans. Students study and analyze corporate annual reports and government and not-for-profit financial statements. Prerequisites: ACCT 400, ACCT 510, ACCT 540 and completion of all required accounting concentration courses or concurrent registration in final required concentration courses.
3 semester credits
ACCOUNTING 555

Advanced Auditing
This course provides understanding of laws and methods for conducting audits. It includes reviewing the engagement to provide reasonable assurance the audit objectives are achieved. It also includes evaluation of information obtained to reach and to document engagement conclusions including: performing analytical procedures, evaluating the sufficiency and competence of audit evidence and document engagement conclusions, and reviewing the work performed to provide reasonable assurance the objectives are achieved. It also develops proficiency in preparing communications to satisfy engagement objectives including: preparing reports, preparing letters and other required communications, and other related matters. The course prepares students to pass the CPA exam and to do professional audits. Prerequisite: Undergraduate degree and approval of the State of Connecticut to take the CPA exam. Offered Annually
3 semester hours

ACCOUNTING 556

Accounting Regulations
This course provides the required knowledge for accountants in federal taxation and business law. The curriculum provides a working knowledge of federal taxation of individuals, corporations, partnerships, estates and trusts. It covers the concepts of business law, debtor-creditor relationships, government securities acts, employment regulations and environmental regulations. It also provides knowledge of professional and legal responsibilities including professional conduct of accountants. The course curriculum includes all of the CPA exam materials. Prerequisite: Undergraduate degree and accounting courses to qualify to sit for the CPA exam. Offered Annually
3 semester hours

ACCOUNTING 557

Business Environment & Concepts for Accountants
This course will provide current knowledge in the business environment as it relates to the accounting profession. By the end of the course the student should have professional competency in corporate governance, economic concepts and analysis, financial management, information systems and communications, strategic planning and operations management.
3 semester hours

ACCOUNTING 558

Financial Accounting & Reporting
This course provides an in-depth overview of selected advanced accounting topics required in the accounting profession. By the end of the course, the student should have professional competency in performing accounting work related to the four financial statements: balance sheet, income statement, equity statement, and statement of cash flows. In addition, the course will address the issues of partnerships, business combinations, governmental accounting, and non-profit accounting.
3 semester hours

ACCOUNTING 560

International Accounting
This course examines the diverse accounting practices employed by different countries and their effects on multi-national firms’ operation, as well as efforts to standardize IASB/FASB rules. Performance evaluation in multinational enterprises, impact of differences in national accounting principles and practices, and accounting under central planning is also examined. Discussion topics include the critical problem areas such as taxation, transfer pricing, financial planning, and information systems within an international framework. Prerequisites for Accounting: ACCT 400 and completion of all required accounting concentration courses or concurrent registration in final required concentration courses. Prerequisites for International Business: ACCT 400 and completion of all core courses or concurrent registration in final required core courses.
3 semester credits

Acupuncture

Acupuncture Practice and Techniques (APT)

APT 511
Point Location I
This course will serve as the foundation of the acupuncture point selection series. Meridian theory using concepts of the Jing Luo system, including main and secondary vessels will be reinforced. This course provides the student with the knowledge and skills to physically locate acupuncture points of the lung, large intestine, stomach, spleen, heart, small intestine, urinary bladder, kidney, and pericardium channels. Students will focus on how to locate points effectively, accurately, and quickly as preparation for clinical application as well as college and national examinations. Students will also learn the major function(s) and indication(s) of the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine, Urinary Bladder, Kidney and Pericardium channel points. Co-requisite/Prerequisite: ATD 513 TCM Diagnosis 1, ABS 511 Anatomy 1.
1.5 lecture hours, 1 laboratory hour, 2 semester credits.
Offered: Fall and summer semesters

APT 523
Point Location II
This is a continuation of the previous course and will focus on the Triple Warmer, Gall Bladder, Liver, Governing Vessel (“Du”), Conception Vessel (“Ren”) and extra points. Additional instruction is given in regional point selection and point combinations. Prerequisites: ATD 513 TCM Diagnosis 1, ABS 511 Anatomy 1.
1.5 lecture hours, 1 laboratory hour, 2 semester credits.
Offered: Spring and summer semesters

APT 512
Meridian Theory
Meridian (a.k.a. Channel) theory is the basis of diagnosis and acupuncture treatment. This course is designed to provide the necessary instruction and training for the student to be familiar with meridian theory including regular, extra and other meridian systems. Corequisite/Prerequisites: ATD 512 TCM Theory and ATD 513 TCM Diagnosis 1.
2 lecture hours, 2 semester credits.
Offered: Fall and summer semesters

AWB 501
UBAI Clinic Safety Procedures
This course prepares the student for being able to perform in the UBAI clinic. HIPPA, Occupational Safety and Health Administration (OSHA) standards, UBAI clinic specific safety practices and procedures are presented. The student will practice safe and proper needle removal, pole moxibustion, and electrical stimulation needle techniques. The student will be shown and will practice clinic room set and clean-up procedures and patient draping. A review of fire safety and personal safety procedures will be offered. Completion of this course and passing the clinic HIPPA and OSHA BBP quizzes is required before performing any duties in the UBAI clinic. Prerequisites: none.
0.5 lecture hours, 0.5 semester credits.
Offered Fall and Spring semesters.

AWB 521
TCM Safe Practices
This course prepares the student for emergency situations both in and out of the office. CCAOM Clean Needle Technique and a review of Occupational Safety and Health Administra-
Acupuncture

12 years of age are discussed. The balance of safety for the patient and treatment efficacy is emphasized. Prerequisite: APT 625 Acupuncture Techniques II.

1 lecture hour; 1 semester credit.
Offered: Spring semester

APT 667 J\napanese Acupuncture Techniques
This course covers the unique treatment strategies and protocols developed by Japanese acupuncture masters. Prerequisite: APT 614 Acupuncture Techniques I.

1 lecture hour; 1 semester credit.
Offered: Summer semester

Asian Medicine Theory, Diagnosis and Application (ATD)

APT 511 TCM History and Philosophy
The student studies the different eras of Chinese history and the effects on TCM medicine theories. This course includes the study of the development of Naturalism, Philosophical and Religious Taoism, Confucianism, and Buddhism and their contributions to Chinese medicine. For each philosophy, the course examines how the philosophy views the human relationship to nature, and the human relationship to the universe. In addition, the impact of philosophy and religion on the TCM medical paradigm is explored. Prerequisite: none.

1 lecture hour; 0 laboratory hours; 1 semester credit.
Offered: Fall and summer semesters

APT 512 TCM Medical Theory
This course includes the classic theories of yin and yang and the Five phases that are fundamental to understanding the TCM medical relationship between humans and the universe. Normal physiology is studied through the fundamental substances (Qi, Blood, Essence, Spirit and bodily fluids), and organs. The basic theory of illness and diagnosis using four examinations (sight, listening and smelling, palpation, and asking) and Eight parameters are covered. Prerequisites: Anatomy and Physiology.

2 lecture hours; 2 semester credits.
Offered: Spring semester

APT 529 Seminar 2
This course will be a continuation of seminar one. The student will be guided through the application and integration of concepts and skills acquired in the first and second semester curricula. The student will apply these through the use of case studies and clinical examples. The basics of applying diagnosis and generation of treatment principles will be reinforced in a collegial setting. Group activities such as case analysis, pulse and tongue analysis and...
grand rounds will also be reviewed with a deepening understanding of clinical applications of such. Prerequisites: ATD 515.

1 lecture hour, 1 semester credit.
Offered: Fall semester

ATD 618
Seminar 3
This course will help the student gain a deeper understanding of case study skills necessary to become an TCM clinical practitioner. The student will be guided through case study, critical analysis and pattern differentiation as utilized in clinical practice as preparation for integrating material from the entire curriculum into the clinical setting. Case presentations and clinical skills utilizing a problem based learning format using TCM principles and evidence-informed clinical practice skills are emphasized. The focus of the case studies for this course is mental/ emotional disorders, patterns associated with emotional disorders, and the impact of emotional issues in the acupuncture clinic. In addition, the student will gain a basic understanding of the ethical and counseling issues surrounding licensed practice in the field of Traditional Chinese Medicine. Prerequisites: ATD 529.

1 lecture hour, 1 semester credit.
Offered: Fall semester

ATD 711
Differential Diagnosis and Pathomechanisms
This course focuses on the diagnosis and treatment between Western and TCM diagnoses. Western medical diagnosis of these diseases is incorporated so that the student is able to collaborate with Western physicians. Major and common categories of diseases including respiratory tract, infectious, gastrointestinal, genitourinary and musculoskeletal diseases are covered. Prerequisite: ADT 513 TCM Diagnosis I.

2 lecture hours, 2 semester credits.
Offered: Fall and summer semester

ATD 715
TCM Internal Medicine
This course continues the diagnosis and TCM treatment of major illness. Treatment planning includes acupuncture, qi gong, and massage. Diagnoses cover respiratory illnesses, gastrointestinal, genitourinary, gynecological, and psychological illnesses. Root-stem. Meridian, Substance and 5 Element treatments are included. Prerequisite: ATD 513 TCM Diagnosis I.

2 lecture hours, 2 semester credits.
Offered: Fall semester

ATD 717
Advanced Tongue and Pulse Diagnosis
This course is designed to increase the diagnostic skills and clinical applications of these uniquely TCM diagnostic parameters. The student studies healthy and diseased tongues and pulses and discusses how findings in these areas change the treatment principles and strategies. Case studies from the clinical rotations are used to increase both depth and breadth of skill. Prerequisite: ADT 524: TCM Diagnosis II.

1 lecture hour, 1 semester credit.
Offered: Spring semester

ATD 727
Case Studies 1
The student will be guided through case study, case analysis and pattern differentiation as utilized in clinical practice as preparation for integrating material from the entire curriculum into the clinical setting. Case presentations and clinical skills are emphasized through a problem based learning format using TCM principles as the foundation. Emphasis for this class is on cases associated with problems of fluid dynamics, meridian diagnoses and chronic pain, which are frequent chief complaints in the TCM clinical setting. Prerequisite: ATD 529 Seminar 2.

1 lecture hour, 1 semester credit.
Offered: Spring semester

ATD 728
Case Study 2
Students learn to transition from the development of pattern diagnosis to TCM treatment principles which then lead to point and modality applications. Emphasis is placed on an accurate assignment of symptoms to pattern diagnosis; logical treatment principles reflecting the priorities and totality of the patterns diagnosis; and the most efficacious acupuncture point and adjacent modality prescriptions to help the patient achieve health. Prerequisite: ATD 524 TCM Diagnosis II.

1 lecture hour, 1 semester credit.
Offered: Fall and summer semester

ATD 729
Acupuncture Gynecology
This course is designed to familiarize the student with TCM diagnosis and acupuncture treatments of common gynecologic conditions. Special emphasis is placed on understanding those points forbidden to needle or moxa in cases where the patient’s pregnancy status is unknown. Prerequisite: ADT 524: TCM Diagnosis II.

1 lecture hour, 1 semester credit.
Offered: Fall and summer semester

Western Biomedicine (AWB)
Acupuncture

ABS 525
Physiology 2
This course is a study of physiology at the organ and systems level. Included is the study of the circulatory, respiratory, renal, cardiovascular, gastrointestinal and urogenital systems. Also included is the study of the endocrine system and its interrelationships with various organs and systems. There is an integration of normal physiology with pathophysiology and clinical concepts. Prerequisite: ABS 515.
2 lecture hours, 2 semester credits.
Offered: Spring semester

AWB 523
Pharmacology
This course examines the most commonly used pharmacologic agents to be encountered in the clinical setting. The general principles of pharmacology (pharmacodynamics and pharmacokinetics) are covered. Uses and side effects of antibiotics, anti-inflammatory agents, hormones and cardiac drugs are surveyed. Drug-nutrient and drug-herb interactions are discussed. Prerequisite: none.
1 lecture hour, 1 semester credit.
Offered: Spring semester

AWB 522
Research Methodology
The basic principles of clinical and laboratory research are examined with a special emphasis on the applications of acupuncture and TCM techniques in the research setting. Prerequisite: none.
1 lecture hour, 1 semester credit.
Offered: Fall semester

ACS 611
Pathology 1
This course is a study of the pathophysiological process and how this process alters the gross, microscopic and clinical manifestations of disease. Basic pathological processes of inflammation, repair, degeneration, necrosis, immunology and neoplasia are presented. Prerequisite: ABS 525 Physiology 2.
2 lecture hours, 2 semester credits.
Offered: Fall semester

ACS 624
Pathology 2
This course is the continuation of the pathological processes of various diseases. This course emphasizes the basis of systemic diseases of the cardiovascular, respiratory, gastrointestinal, urogenital, endocrine, hepatobiliary, renal and pancreatic systems. Prerequisite: ACS 611 Pathology 1.
4 lecture hours, 4 semester credits.
Offered: Spring semester

ACS 612
Clinical Diagnosis 1
This course covers the techniques used for physical examination for various systems of the body. Skills taught develop an appreciation for normal variations and abnormalities associated with disease states. The student is taught to recognize the signs and symptoms of common diseases. Prerequisites: ABS 511, ABS 522, ABS 515, ABS 252.
3 lecture hours, 2 lab hours, 4 semester credits.
Offered: Fall semester

ACS 623
Clinical Diagnosis 2
This course is a continuation of Clinical Diagnosis 1. Prerequisite: ACS 612.
3 lecture hours, 2 lab hours, 4 semester credits.
Offered: Spring semester

ACS 724
Public Health
This course covers current environmental and public health concerns with an emphasis on the role of the acupuncturist in these issues. The course integrates health with diet, water and air pollutants, noise and substance abuse. Recognition of major communicable diseases is included. Prerequisite: ABS 525 Pathology 2.
2 lecture hours, 2 semester credits. (online course)
Offered: Spring semester

ACS 613
Lab Diagnosis
This course introduces the student to the appropriate use and interpretation of laboratory tests. Prerequisites: ABS 511 and ABS 525.
2 lecture hours, 2 semester credits.
Offered: Fall semester

ANT 521
Western Nutrition
This course provides the foundation for therapeutic nutrition. It explores the biochemistry of macronutrients as well as vitamins and minerals. Deficiencies, toxicities, therapeutic uses and appropriate doses are examined. An assessment of dietary needs and the application of therapeutic nutrition in treating individual diseases and syndromes are also taught. Prerequisites: none.
2 lecture hours, 2 semester credits.
Offered: Spring semester

ACS 711
Diagnostic Imaging
This course covers radiographic anatomy and diagnostic imaging techniques. A basic introduction to imaging, including roentgenology, computerized tomography (CT), magnetic resonance imaging (MRI), ultrasound, and bone scanning are discussed. The basic concepts of these techniques and their use in diagnosis are discussed. Prerequisites: Anatomy 2, Physiology 2.

ACS 625
Physical Exam Skills
This course helps students develop the skills necessary to conduct screening physical exams and specialty exams useful in the ambulatory practice. The student will learn the appropriate exam and physical diagnostic procedures that correspond with the patient’s chief complaint and medical history. Clinical decision making and identification of clinical red flags are emphasized. Physical examination skills: Cardio, Chest/Pulmonary, Abdomen/GI, Neuro. General screening exam, physical exam of the spine, physical exam of the major joints (shoulder, elbow, hip, knee, foot). Prerequisites: Clinical Dx 1.

ACS 626
Laboratory Diagnosis 2: Nutritional and functional analyses
This course will educate the student on nutritional assessment to include health, diet and lifestyle history, physical measurements, and laboratory testing to include analysis of blood, stool, saliva and urine. The course will integrate use of these measurements in the design of an appropriate nutritional protocol for the client. The student will also learn effective client management and follow-up. Prerequisites: Clinical Dx 1, Lab Dx 1.

AWB 725
Pharmacology 2
This course builds on the basic information in Pharmacology 1 to expand the student’s understanding of pharmacology, including mechanisms of action; absorption, distribution, metabolism, and excretion (pharmacokinetics/pharmacodynamics); interactions with other drugs and with herbs/food; problems with special populations (prenatal, neonatal, elderly); rational drug usage for clinical disorders (therapeutics); clinical effects of drugs (by category); and toxicology.

Herbal Medicine Survey (AHM)

AHM 521
Botanical Medicine 1
This course comprises a survey of plant and plant preparations most commonly used in Western traditions. The actions of the plant and plant products, as well as drug-herb in-
teractions are considered. Prerequisites: ABS 515, ACS 611.
3 lecture hours, 3 semester credits.
Offered: Fall semester

AHM 613
Traditional Chinese Dietetics
This class introduces the student to the eastern understanding of how food influences human health. Foods and food products are surveyed according to Asian categorization. Food groups are categorized by nature, temperature, taste, element, indications and contraindications. Treatment of the major categories of organ (zang-fu) disorders using foods and food combinations are taught. Prerequisite: ADT 513 TCM Diagnosis 1.
2 lecture hours, 2 semester credits.
Offered: Fall semester

AHM 612
Introduction to Chinese Herbal Remedies
This survey course introduces the student to the diagnostic and treatment strategies specific to TCM herbal therapies. The student is introduced to major herbs and formulas of China, their uses, contraindications and drug-herb interactions. Patient safety issues are also addressed. Prerequisite: ADT 513 TCM Diagnosis 1.
1 lecture hour, 1 semester credit.
Offered: Fall semester

AHM 613
Patent Remedies
This course will survey over 150 prominent, TCM, topical and internal herbal, patent formulas. Students will be introduced to pattern-specific uses of these formulas and subsequently, their contraindications, toxicities and potential drug interactions. Safety, legal, and manufacturing issues will also be highlighted. Prerequisites: AHM 612: Introduction to Chinese Herbal Remedies.
2 lecture hours, 2 semester credits
Offered: Spring semester

AHM 634
Dispensary Management
This course will develop knowledge and skills related to TCM dispensary management. Students will learn best practices for successfully and legally running a Chinese herbal dispensary. Combining lecture and experiential learning, students will become acquainted with dispensing practices, proper record-keeping, inventory management, and safety protocols for a well-organized TCM dispensary. Prerequisites: none.
1 lecture credit, 18 hours.
Offered: Summer semester

AHM 635
Pharmacognosy and Pharmacology of Chinese Herbs
Chinese herbal medicinal are often prescribed in complex formulae. Understanding the chemistry, interactions, extraction methodology, and drug interactions allows TCM practitioners better insights to possible adverse effects, from drug-herb interactions, herb toxicities to lack of expected (or any) outcomes from prescribed formulae. Several recorded incidents of adverse reactions have occurred to Chinese herbs over the past 12 years. In most cases, the incidents have involved multiple patients consuming the same or similar substance, rather than isolated case reports. It is important to review the unique aspects of Chinese medicine (which are of relevance to understanding these issues. Prerequisites: ACH 523 Chinese Herb Theories & Triple burner theories.
1 lecture credit, 18 hours.
Offered: Summer semester

AHM 616
Ethical and ecological considerations of Chinese materia medica
The traditional practice of using endangered species (plant and animal) is controversial within TCM. Comprehensive Chinese herbal textbooks often discuss substances derived from endangered species, emphasizing alternatives. Poaching and black market issues with animal products, particularly tiger bone, rhinoceros horn, seahorse and bear bile have all raised ethical and ecological concerns in the use of Traditional Chinese formulas. In this course, we will discuss the ethical and ecological impacts of TCM materia medica on the health of the individual and the world. Prerequisites: none
1 lecture credit, 18 hours.
Offered: Fall semester

Movement, Respiration and Bodywork Studies (AMR)

AMR 511
Taijiquan 1
The student experiences how musculoskeletal alignment, breathing, and mental awareness improve Qi circulation in the student’s own body through practice of this traditional Chinese therapeutic exercise. The emphasis is on analysis of how individual Taijiquan movements circulate Qi through specific meridians in accordance with TCM theory and clinical practice. The student also learns Taijiquan history and safety considerations. Prerequisite: none.
1.5 laboratory hours, 1 semester credit.
Offered: Fall semester

AMR 522
Taijiquan 2
This course is a continuation of Taijiquan 1. In addition to more advanced Taijiquan exercises for Qi circulation, the student learns basic application of Chinese therapeutic movement to the clinic setting. Prerequisite: AMR 511 Taijiquan 1.
1.5 laboratory hours, 1 semester credit.
Offered: Spring semester

AMR 613
Qigong 1
The student learns basic Qigong theory and techniques designed to regulate specific meridians, muscles, joints, and zangfu, as well as how to choose, integrate, and teach the appropriate exercises in a clinic setting. Prerequisite: AMR 522 Taijiquan 2.
1.5 laboratory hours, 1 semester credit.
Offered: Fall semester

AMR 624
Qigong 2
This course is a continuation of Qi Gong 1. The student learns advanced exercises, meditations, and breathing exercises that can be applied both to the clinic setting as well as to the student’s personal experience and development of Qi toward the goal of being a more effective TCM practitioner. Prerequisite: AMR 613 Qigong.
1.5 laboratory hours, 1 semester credit.
Offered: Spring semester

AMR 627
Tuina 1
The student learns basic Tuina manipulation theory and techniques to treat acupoints, channels, and soft tissue as well as Qigong conditioning exercises that allow the student to implement Tuina manipulation safely and effectively. The course culminates in learning a Tuina full-body therapeutic protocol. Prerequisite: ACH 511 Anatomy 2.
1 lecture hour, 2 laboratory hours, 2 semester credits.
Offered: Summer semester

AMR 715
Tuina 2
This course is a continuation of Tuina 1. The student learns intermediate Tuina manipulation theory and techniques to treat acupoints, channels, and soft tissue. Tuina treatments for back pain and conditions of the upper limb are the primary focus. Prerequisite: AMR 627 Tuina 1.
1 lecture hour, 2 laboratory hours, 2 semester credits.
Offered: Fall semester
**Acupuncture**

**AMR 726**

**Tuina 3**

This course is a continuation of Tuina 2. The student learns advanced Tuina manipulation theory and techniques to treat acupuncture points, channels and soft tissue. Tuina treatments for the leg and internal conditions are the primary focus. Prerequisite: AMR 715 Tuina 2.

*1 lecture hour, 2 laboratory hours, 2 semester credits*

**Offered: Spring semester**

---

**Counseling, Communications and Practice Management**

**APS 621**

**Psychological Assessment**

The primary focus of this course is the diagnosis of the various psychiatric diseases according to the Diagnostic and Statistical Manual of Mental Disorders. Included are psychological assessment considerations and treatment modalities. Prerequisite: none.

*2 lecture hours, 2 semester credits*

**Offered: Spring semester**

**APP 721**

**Practice Management**

Students are taught the current procedural practices for the operation of a private practice. In addition, the practical aspects of operating a practice as a small business are discussed. Students are encouraged to begin thinking about their personal career path as a complementary medicine practitioner in private practice, group practice, hospital-based practice or as an AOM educator. Prerequisite: none.

*2 lecture hours, 2 semester credits*

**Offered: Spring semester**

---

**ACH: Asian/Chinese Herbology**

**ACH 511**

**Chinese Formulae and Constituents 1**

The student will explore the traditional Chinese Medicine Materia Medica in depth and learn to discriminate between herb categories, their general applications and associated Treatment Principles and individual, unique applications, signs and symptoms. The student will explore at least 100 herbs. This course will focus on herbs from the Release Exterior, Clear Heat, and Drain Downwards categories. In addition at least 10 representative formulae that reflect these categories will be investigated. This course will serve as partial basis for the formulae courses. Prerequisites: satisfactory progress in first year curriculum from MSTCM program.

*2 lecture credits, 36 hours*

**Offered: Fall semester**

**ACH 512**

**Chinese Formulae and Constituents 2**

The student will explore the traditional Chinese Medicine Materia Medica in depth and learn to discriminate between herb categories, their general applications and associated Treatment Principles and individual, unique applications, signs and symptoms. The student will explore at least 100 herbs. This course will focus on herbs from the Regulate Qi, Regulate and Invigorate Blood, Warm Interior and Expel Cold, Tonify (Qi and Blood) categories. In addition at least 10 representative formulae that reflect these categories will be investigated. This course will serve as partial basis for the formulae courses. Prerequisites: ATD 524 TCM Diagnosis II.

*2 lecture credits, 36 hours*

**Offered: Fall semester**

**ACH 523**

**Chinese Formulae & Constituents 3**

The student will explore the traditional Chinese Medicine Materia Medica in depth and learn to discriminate between herb categories, their general applications and associated Treatment Principles and individual, unique applications, signs and symptoms. The student will explore at least 100 herbs. This course will focus on Herbs from the Drain Damp, Transform Damp, Food Stagnation categories. In addition at least 10 representative formulae that reflect these categories will be investigated. This course will serve as partial basis for the formulae courses. Prerequisites: satisfactory progress in first year curriculum from MSTCM program.

*2 lecture credits, 36 hours*

**Offered: Spring semester**

**ACH 524**

**Chinese Formulae and Constituents 4**

The student will explore the traditional Chinese Medicine Materia Medica in depth and learn to discriminate between herb categories, their general applications and associated Treatment Principles and individual, unique applications, signs and symptoms. The student will explore at least 100 herbs. This course will focus on herbs from the Release Exterior, Clear Heat, and Drain Downwards categories. In addition at least 10 representative formulae that reflect these categories will be investigated. This course will serve as partial basis for the formulae courses. Prerequisites: ACH
511, ACH 512, ACH 523, ACH 524
2 lecture credits, 36 hours
Offered: Summer semester

ACH 617
Chinese Formulæ 3
Course Description: This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on herbal formulæ. The student will explore at least 80 formulæ including reiterating and expanding content from previous courses. This course will focus on formulæ that Stabilize and Bind, Calm the Spirit, Open the Sensory Orifices, Regulate Qi, Regulate Blood, Expel Wind, Treat Dryness, Expel Dampness, Dispels Phlegm, Reduce Food Stagnation, Expel Parasites, Treat Abscesses and Sores, and for External Application. Students will learn the names, actions, indications, cautions and contraindications of the classical base formulæ according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulæ as a prelude to formula modification (general, assistant, etc.). In addition the student will review and reiterate content from the Formulas and their constituents courses. Prerequisites: ACH 635
2 lecture credits, 36 hours
Offered: Fall semester

ACH 628
CH Internal Medicine & Modifications 2
This course will serve as a companion course to ACH 619. This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on internal medicine applications of herbal formulæ. The student will reexamine previously studied herbs and formulæ from previous courses with special attention to clinical application and formulæ modification according to clinical presentation. Prerequisites: ACH 619, 2 lecture credits, 36 hours. Prerequisites: ACH 617
2 lecture credits, 36 hours
Offered: Spring semester

ACH 619
CH Internal Medicine & Modifications 1
This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on internal medicine applications of herbal formulæ. The student will reexamine previously studied herbs and formulæ from previous courses with special attention to clinical application and formulæ modification according to clinical presentation. Prerequisites: ACH 636
2 lecture credits, 36 hours
Offered: Fall semester

ACH 511
ACupuncture

Accupuncture

511, ACH 512, ACH 523, ACH 524
2 lecture credits, 36 hours
Offered: Summer semester

ACH 617
Chinese Formulæ 3
Course Description: This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on herbal formulæ. The student will explore at least 80 formulæ including reiterating and expanding content from previous courses. This course will focus on formulæ that Stabilize and Bind, Calm the Spirit, Open the Sensory Orifices, Regulate Qi, Regulate Blood, Expel Wind, Treat Dryness, Expel Dampness, Dispels Phlegm, Reduce Food Stagnation, Expel Parasites, Treat Abscesses and Sores, and for External Application. Students will learn the names, actions, indications, cautions and contraindications of the classical base formulæ according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulæ as a prelude to formula modification (general, assistant, etc.). In addition the student will review and reiterate content from the Formulas and their constituents courses. Prerequisites: ACH 635
2 lecture credits, 36 hours
Offered: Fall semester

ACH 628
CH Internal Medicine & Modifications 2
This course will serve as a companion course to ACH 619. This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on internal medicine applications of herbal formulæ. The student will reexamine previously studied herbs and formulæ from previous courses with special attention to clinical application and formulæ modification according to clinical presentation. Prerequisites: ACH 619, 2 lecture credits, 36 hours. Prerequisites: ACH 617
2 lecture credits, 36 hours
Offered: Spring semester

ACH 619
CH Internal Medicine & Modifications 1
This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on internal medicine applications of herbal formulæ. The student will reexamine previously studied herbs and formulæ from previous courses with special attention to clinical application and formulæ modification according to clinical presentation. Prerequisites: ACH 636
2 lecture credits, 36 hours
Offered: Fall semester

Clinical Services (ACS)

ACS 711
Preceptorship I
The students observe and administer care in established acupuncture facilities under the supervision of licensed physicians and acupuncturists. This exposure to a variety of clinical settings helps prepare the student for both private practice and integrative patient care. Prerequisite: Completion of all first year courses.
0 lecture hours, 4 laboratory hours, 2 semester credits, 75 clock hours total.
Offered: Fall, spring and summer semesters

ACS 722
Preceptorship II
This is a continuation of ACS 711. Students increase their clinical skills working under a variety of health care professionals, all of whom must have the appropriate credentials to practice in the field of acupuncture. Prerequisite: ACS 671.
0 lecture hours, 4 laboratory hours, 2 semester credits, 75 clock hours total.
Offered: Fall, spring and summer semesters

ACS 631
Clinical Education 1
Under the supervision of licensed faculty members, the interns start by observing patients for 20 clinic hours, then move into the area of direct patient care. All patient diagnoses and management plans are reviewed and approved by a clinic faculty member prior to the initiation of patient care. The student will begin to practice clean needle technique, removal and disposal of needles. The student will acquire proficiency in tongue and pulse diagnosis. Prerequisite: Pass Clinical Entrance Exam.
0 lecture hours, 4 1/2 lab hours, 30 clock hours total.
Offered: Fall, spring and summer semesters

ACS 712
Clinical Education 2
Students continue to administer care to patients under the supervision of licensed faculty. Students are monitored as to their progress toward completing the qualitative and quantitative requirements necessary for the successful completion of the program. Eligibility for the course is successful completion of the previous clinical course. Prerequisite: ACS 631
0 lecture hours, 2 lab hours, 65 clock hours total.
Offered: Fall, spring and summer semesters

ACC: Clinical Education

ACC 611
Chinese Herbal Clinic 1
Under the supervision of licensed faculty members, the interns start by observing patients for 20 clinic hours, then move into the area of direct patient care. All patient diagnoses and management plans are reviewed and approved by a clinic faculty member prior to the initiation of patient care. The student will begin to prescribe individual herbs and formulæ for patient care. The student will acquire proficiency in TCM diagnostic techniques, as well as in understanding when specific herbs or formulæ may not be prescribed based upon possible herb-drug interactions. Prerequisite:
0 lecture hours, 4 lab credits, 130 clock hours total.
Offered: Fall, spring and summer semesters

ACC 632
Chinese Herbal Clinic 2A
Students continue to administer Chinese herbal care to patients under the supervision of licensed faculty. Students are monitored as to their progress toward completing the qualitative and quantitative requirements necessary for the successful completion of the program. Eligibility for the course is successful completion of the previous clinical rotation. Prerequisite: ACC 611 Chinese Herbal Clinic 1.
0 lecture hours, 2 lab credits, 65 clock hours total.
Offered: Fall, spring and summer semesters
Acupuncture • Biology

**ACC 723 Chinese Herbal Clinic 2B**
Students continue to administer Chinese herbal care to patients under the supervision of licensed faculty. Students are monitored as to their progress toward completing the qualitative and quantitative requirements necessary for the successful completion of the program. In addition to utilizing prepared formulae, students now begin to mix herbal powders in individualized formulae. Eligibility for the course is successful completion of the previous clinical rotation. Prerequisite: ACC 611 Chinese Herbal Clinic 1. Pre/Co-Requisite ACC 632 Chinese Herbal Clinic 2A.

*Offered: Fall, spring and summer semesters*

**ACC 724 Chinese Herbal Clinic 3**
Students continue to administer care to patients under the supervision of licensed faculty. Students will integrate herbal therapies with dietary advice and qig enhancement techniques. Students are monitored as to their progress toward completing the qualitative and quantitative requirements necessary for the successful completion of the program. Eligibility for the course is successful completion of the previous clinical rotation. Prerequisite: ACC 723 Chinese Herbal Clinic 2B.

*Offered: Fall, spring and summer semesters*

---

**Integrated Clinical Practice (AIC)**

**AIC 731 Clinical Procedures 1**
This course explores the clinical applications of the skills and knowledge learned to date for patient care in the UB Clinics. In addition, UB Clinics skills including using the electronic health system for charting, and communication with patients and other health providers in the UB Clinics is reviewed. Prerequisites: ACS 623 Clinical Dx 1, ATD 72 Case Studies 1, AWB 621 Medical Ethics.

*2 lecture credits, 0 lab credits, 2 credits total*

**AIC 715 Physical and Functional Assessments of the UB Health Sciences**
This course is designed to teach the student general principles and practices of health care from the breadth of providers trained at the University of Bridgeport. The naturopathic, chiropractic, nutrition, dental hygiene and physician assistant history and scope of practice will be discussed. Practical applications of these disciplines in the area of physical and functional assessment of patients will be emphasized. Prerequisites: Clinical Dx 2, Lab Dx 1.

**AIC 811 Grand Rounds 1**
This course is designed to train the AOM student to communicate effectively, orally and in writing, with patients and their families, colleagues, and others with whom health professionals must exchange information in carrying out their responsibilities in patient care. Prerequisites: ACS 714 Clinic Entry 2; ATD 715 TCM Internal Medicine; ACC 611 Chinese Herb Clinic 1. Co-requisite: AIC 812 Integrated Clinical Education 1.

*2 lecture credits, 0 lab credits, 2 credits total*

**AIC 823 Grand Rounds 2**
This course is designed to train the advanced AOM student to communicate with other health care providers to determine an appropriate plan of care. This includes the ability to assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers. Upon completion, the student will be able to discuss the clinical scope of AOM in an informed, authoritative, and appropriate manner. Prerequisites: AIC 811 Grand Rounds 1; Co-requisite: AIC 814 Integrated Clinical Education 2.

*2 lecture credits, 0 lab credits, 2 credits total*

**AIC 814 Integrated Clinical Education 2**
This is a continuation of the integrative clinical training started in ACS 812. Rotations in the Integrative clinic shifts combine AOM supervisors for AOM diagnosis and treatment with biomedical practitioners and other clinicians offering medical care in a variety of health settings. Students continue to administer care to patients under the supervision of licensed faculty. Students are monitored as to their progress toward completing the qualitative and quantitative requirements necessary for the successful completion of the program. Prerequisites: ACS 712 Clinical Education 2; ACC 632 Chinese Herbal Clinic 2A. AIC 812 Integrated Clinical Education 1.

*215 hours; 150 patient visits; at least 90 hours in off-site clinics*

---

**Biology**

**BIOLOGY 400 Advanced Biochemistry**
This course will cover the principles of biological chemistry, describe the structure, synthesis, degradation and properties of amino acids and proteins. The principles of enzymology and proteomics, lipid synthesis, degradation, function and lipidomics, mechanisms of carbohydrate metabolism including: glycolysis, gluconeogenesis, tricarboxylic acid cycle, the electron transport chain, photosynthesis, pentose phosphate pathway, and glycogen metabolism, will be covered. The techniques used to identify, characterize, and isolate biological molecules will be discussed. Prerequisite: Bio 102 or Bio 443 or equivalent.

*Credit: 3 semester hours*

**Biology 402 Evolution**
Genotype to phenotype mapping, population genetics, molecular evolution, detection of selection, association mapping, human evolution. Prerequisite: Biol 307 or equivalent.

*Credit: 3 semester hours*

**BIOLOGY 404 Tissue culture**
This course is designed to train students to the techniques used in culturing mammalian tissues and cells. Students will master the necessary skills required for maintaining and analyzing cells in culture, develop laboratory skills related to cell assays and cell staining and research applications using cell cultures. Students will be introduced to concepts of designing in vitro tissue engineering products.
Biology

Prerequisite: Bio 102 or Bio 321 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 407
Microbial/Molecular Genetics
The focus of this course is on modes of genetic transfer, plasmids and mobile genetic elements. Molecular techniques used in prokaryotic research will be emphasized. Prerequisite: Biol 307 and 320 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 421
Advanced Cell Biology
Structure and function of subcellular organelles. Transport; the endoplasmic reticulum, protein secretion and membrane biogenesis; the cytoskeleton; mitochondria, chloroplasts and the generation of useful energy and other topics. Prerequisite: Bio 102, or Bio 321 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 423
Advanced Ecology
Students will read classic and recent ecological literature in ecology. At the completion of the course students will prepare a literature review or research proposal. Prerequisite: Bio 223 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 424
Physiological Ecology
Students will read recent literature across a range of topics in physiological ecology. At the completion of the course students will prepare a literature review or research proposal. Prerequisite: Bio 223 and Bio 211 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 441
Cell Molecular Immunology
A three credit-hour lecture course that will cover the molecules, cells and organs of the immune system. Students will study the structural features of the components of the immune system and their functions. Emphasis of the course will be given on the mechanisms involved in immune system development and responsiveness. Prerequisites: Bio 211 and 341 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 444
General Toxicology
An advanced course designed for the toxicology student interested in broadening her/his knowledge into the sciences of toxic agents (poisons) and their effect on biological systems and the environment. The relevance of chemical and biological properties of toxic agents to human health, and the biotransformation reaction of certain chemical agents will be discussed. The course will cover in detailed the toxic effects, at the molecular, cellular, organ and system level, resulting from exposure to xenobiotics. The course content will cover all aspects of toxicology: The General Toxicological Principles, Disposition of Toxic Agents, Nonorgan Directed Toxicity, Target Organ Toxicity, Toxic Agents, Environmental Toxicology and Applications of Toxicology. Prerequisite: Bio 211, Bio 344 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 445
Advanced Methods in Molecular Biology
A graduate course exploring the fundamental skills required by molecular biology and biotechnology. This course will emphasize key methodologies utilized in both biotechnology industries and molecular biology research. Prerequisite: Bio 345 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 446
Environmental Toxicology
Students will broaden their knowledge of environmental toxic agents (physical, chemical, biological) and their effect on biological systems and the environment. The relevance of chemical and biological properties of toxic agents to human health, and the biotransformation reaction of certain chemical agents will be discussed. The course will cover in detailed the physical-chemical properties and their toxic effects, at the molecular, cellular, organ and system level, resulting from exposure to environmental pollutants. Prerequisite: Bio 444 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 470
Research Rotation
This course is given in the Spring semester and consists of sequential laboratory experiences in each of two separate research laboratories. Credit: 1 Semester hour. Laboratory fee: $60 per semester.

CREDIT: 1 SEMESTER HOUR PER SEMESTER

BIOL 479
Biologyinformatics
Students will analyze nucleic acid, protein, and genomic datasets using biocomputational methodologies. Prerequisite: Bio 345 or equivalent

CREDIT: 3 SEMESTER HOURS

BIOL 490
Internship
The student will complete internship in a research or clinical facility, with departmental approval. Credit: 3 Semester hours. Biology 499

CREDIT: 3 SEMESTER HOURS

BIOL 493
Biologymic Phenomena
The course will review and investigate a variety of bioelectric phenomena, including origins and operations of trans-membrane potentials in excitable cells, their propagation between and among cells, their dissemination among various conductive tissues and different body fluid compartments and their measurement within the body or at the body surface. Also considered will be the generation, conduction and propagation of electrical or electromagnetic fields within and beyond the body and the interaction of such fields with ionizing and non-ionizing radiation generated naturally as well as by present and developing technology, with emphasis on health effects of such interactions. Prerequisite: Bio 113, 114, or Bio 211 or equivalent

CREDIT: 3 SEMESTER HOURS
Biology • Biomedical Engineering

### BIOLOGY 500
**Maintaining Matriculation**
Students not registered for other courses must register for Bio 500 until the completion of the degree requirements.

**No credit.**

### MATHEMATICS 420B
**Biostatistical Analysis**
Statistical analysis with application to biological science. Includes applications of probability, classification of data, averages, dispersion, frequency distributions, confidence intervals, tests of significance, linear regression, and correlation.

Prerequisite: Math 320 or equivalent. May be taken concurrently.

Credit: 1 semester hours

### Biomedical Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 440 (BMEG 440/MEEG 440)</td>
<td>Ergonomic Factors in Design</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

This course introduces the student to the concepts of ergonomics. Ergonomics is the study of fitting the workplace and devices to the capabilities of the human worker. Students will have an understanding of the beginning and evolution of the field of ergonomics. They will learn to recognize risk factors associated with repetitive stress disorders (e.g., carpal tunnel syndrome) and potential sprain/strain injuries as well as be familiar with the body areas affected. This course covers principles of physiology and biomechanics and how they apply to workstation and tool design.

3 semester credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 443 (BMEG 443/ELEG 443)</td>
<td>Digital Signal Processing</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

This is an introductory course in Digital Signal Processing (DSP) for Graduate Electrical and Computer Engineering students. Sometime will be spent initially reviewing major concepts in signals and systems. Major topics to be covered in ELEG 443 include: time-domain analysis of discrete-time (DT) systems (convolution, difference equations), the transform, frequency analysis for DT signals and systems (DTFT, DFT, FFT), digital filter design, and selected advanced topics as time permits.

3 semester credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 446 (BMEG 446)</td>
<td>Introduction to MEMS</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

MEMS (Micro Electro Mechanical Systems) refers to devices and system with very small size in the range of microns. It is one of the most important high technologies developed in 20th century. This course covers the fundamentals of MEMS. It includes the introduction to MEMS, basic microfabrication techniques, MEMS materials and their properties, MEMS device design and simulation, working principle analysis, MEMS device fabrication sequence, MEMS packaging and assembly, signal testing, MEMS applications (inertial MEMS, MOEMS, BioMEMS, RFMEMS, etc.).

3 semester credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 451</td>
<td>Introduction to BioMEMS</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

This course will introduce to students the fundamentals of BioMEMS, the application of MEMS (Microelectromechanical Systems) for biological applications. The topics include microfabrication, microfluidics, bio-sensors, actuators, micro/nan drug delivery systems, micro total analysis systems and lab-on-a-chip devices, and detection and measurement systems. The main focus is to understand the fundamental challenges and limitations involved in designing and fabricating various BioMEMS and BioNEMS devices.

3 semester credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 500</td>
<td>Graduate Co-op/Internship in Biomedical Engineering</td>
<td>3-5 semester hours</td>
</tr>
</tbody>
</table>

Students will work for a company in a role that is appropriate for an MS-BMEG graduate, or near graduation. Through this experience students will apply biomedical engineering principles and theory in a practical setting. The student will write a paper summarizing the tasks and accomplishments encountered within the organization, as well as make engineering recommendations for improvement of the biomedical engineering process in the company, or division in which s/he was employed. By Arrangement.

1-3 semester hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 506 (BMEG 506/MEEG 506)</td>
<td>Transport Phenomena in Biological Systems</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

This course provides understanding of the physical, chemical and biological processes governing the movement of mass and transport of forces throughout an organism, which are important to biomedical engineers in the design and operation of biomedical devices. Engineering fundamentals of transport phenomena (fluid flow, heat transfer, and mass transfer) will be discussed in biological applications. Mathematical modeling will be used to analyze the biological transport and biochemical interactions in physiological systems, such as cardiovascular and respiratory systems. Numerical modeling will also be introduced to simulate some biological processes to enhance mathematical understanding.

3 semester credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOMEDICAL ENGINEERING 507</td>
<td>Algorithms in Bioinformatics</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

This course is tailored for students both in biomedical engineering department and computer science and engineering department desiring to understand the issues concerning representing and analyzing genomes, sequence of proteins etc. The course is about applying the techniques (computation methods and systems) developed in computer science to solve problems in molecular biology such as DNA or protein sequences alignment problem, genome rearrangement problem, protein folding problems and so on. Hidden Markov Models (HMM), Bayesian Model, clustering, decision trees are some of the exam-
Biomedical Engineering

amples of machine learning methods that will be covered in the course.
3 semester credits

BIOMEDICAL ENGINEERING 508 (BMEG 508/MEEG 508)
Biomechanics
Biomechanics is the application of mechanical principles to living organisms that included bioengineering, research and analysis of mechanism in living organisms, and application of engineering principles to and from biological systems. This course can be carried forth on from the molecular level including collagen and elastin, all the way up to the tissue and organ level. Some simple applications of Newtonian mechanics can supply approximations on each level, but precise details demand the use of continuum mechanics.
3 semester credits

BIOMEDICAL ENGINEERING 510 (BMEG 510/ELEG 510)
Medical Machines
This course, provides very good introduction and understanding of Electrical Safety, Medical electronics and Medical Machines as applicable. Students often have different background and level of understanding of technical concepts; therefore we will develop necessary background in this course in first few weeks and gradually move from basic to advance topics as listed below in “Class Topics” section. This course will further help by developing approach to design devices and safety features. Behind every invention, law or device, there is always a need, a necessity. Students go from necessity to invention in the class. Since large number of electronic equipments are being used in hospitals and medical centers for patient care and diagnosis or carry out advanced surgeries. This course will enable students to learn the basics principles of different instruments used in medical science.
3 semester credits

BIOMEDICAL ENGINEERING 511 (BMEG 511/MEEG 511)
 Designs and Development of Biomedical Instrument
This course offers the information to understand and design biomedical instruments. Biomedical instruments contains imaging and monitoring the environment, simulation and modeling, instrument testing, bio-sensors and diagnostics, instrument design and development, therapeutic devices, next generation instrument technology, clinical and regulatory, and etc. The in-depth descriptions of design methods for biomedical instrument will be included in the course.
3 semester credits

BIOMEDICAL ENGINEERING 512 (BMEG 512/MEEG 512)
Computational Fluid Dynamics (CFD)
Computational fluid dynamics (CFD) is employed in a wide range of industries and disciplines, such as aerospace engineering, automotive engineering, biomedical science and engineering, chemical engineering, civil engineering, power engineering and sports engineering. Practicing engineers are constantly facing extreme challenges to solve complex fluid flow and heat transfer problems using commercial CFD software. To avoid flawed CFD simulation and results interpretation using commercial CFD packages by users with inadequate training, understanding the fundamental principles that underlie commercial CFD solvers can help the users to effectively harness the power of modern CFD for their research or design.
3 semester credits

BIOMEDICAL ENGINEERING 513 (BMEG 513/ELEG 513)
Biomedical Image Processing
This course is an elective course. The content of this course include the fundamentals of Digital Image Processing and its applications in biomedical field. Sampling and Quantization of signals are mentioned in order to introduce the digital images, some basic relationship between pixels are mentioned. Introduction to Fourier Transformation, Discrete Fourier Transform and Fast Fourier Transformed are explained. MATLAB programming with Image Processing Toolbox will be introduced to empathize and rigid the understanding of students. Others important fundamental theorems, e.g., Image Enhancement, Image Segmentation, Representation and Description are also mentioned. Students are required to implement some programs using the theorems learnt in classes.
3 semester credits

BIOMEDICAL ENGINEERING 520 (BMEG 520/BIOL 520)
Physiology
The physiological and biochemical principles that control the function of the human body will be covered. Laboratory work will introduce the student to basic physiologic experimentation, interpretation and presentation of results.
3 semester credits

BIOMEDICAL ENGINEERING 530
Instrumentation and Laboratory Experience
This course can be taken in any semester. Working with the program director, engineering or life science, the students will get permission to enter the relevant lab and formulate an experimental plan with the faculty supervisor of that lab. At the end of the lab experience the student will present their lab notebook for inspection to the lab supervisors and the program director.
3 semester credits

BIOMEDICAL ENGINEERING 535 (BMEG 535/TMG 535)
Foundations of Biotech Sciences and Management
This course can be taken in any semester. Practicing engineers are constantly deployed in a wide range of industries and disciplines, such as aerospace engineering, automotive engineering, biomedical science and engineering, chemical engineering, civil engineering, power engineering and sports engineering. The continuum of the biotechnology industry is shaped by scientific, legal, regulatory, social, economic, technological, political, financial and commercial factors. Understanding the dynamics and linked contributions of the interdisciplinary array of factors which affect commercialization of biotechnology discovery is essential to operate in the biotechnology industry. In this course we are dissecting the biotechnology industry to isolate the key drivers and study their interactions.
3 semester credits

BIOMEDICAL ENGINEERING 540 (BMEG 540/BIOL 540)
Advanced Cell and Molecular Biology
The general biological principles that govern all living organisms will be discussed. The structure and function of cells with emphasis on gene activity at the molecular level, DNA replication and repair, transcription, translation, recombination, translocation and mutations. Techniques and experiments leading to important discoveries on DNA will be covered.
3 semester credits
Biomedical Engineering

BIOMEDICAL ENGINEERING 541 (BMEG 541/TCMG 541)
Foundations of Biotechnology and Bioentrepreneurship
In this course we are dissecting the biotechnology industry to isolate the key drivers and study their interactions. Discoveries in science and fast developments in technology combined with financial availabilities offer many entrepreneurial opportunities.
3 semester credits

BIOMEDICAL ENGINEERING 546 (BMEG 546/ELEG 546)
Biosignal Processing
This is an introductory course in Bio-Signal Processing (DSP) for graduate Electrical and Computer Engineering students. Sometime will be spent initially reviewing major concepts in signals and systems. Major topics to be covered in ELEG 546 include: Concepts of signal and image processing, wavelets, classification and clustering, and applications of these concepts to EEG, ECG, EMG, MRI and CT Scans.
3 semester credits

BIOMEDICAL ENGINEERING 560 (BMEG 560/MEEG 560)
Advanced Tissue Engineering
This course deals with specific elements of tissue engineering design and analysis. approaches to the regeneration of three tissue systems will be analyzed utilizing engineering design. Concepts ranging from tissue development and dynamic growth conditions to ultimate tissue properties will be addressed. Students will be required to acquire understanding and expertise from analysis of primary literature and will complete group presentations on directed approaches to tissue design and engineering in three tissue systems. To ensure in-depth understanding of different aspects of tissue engineering the groups will be required to focus on one or two key aspects in each mini design module.
3 semester credits

BIOMEDICAL ENGINEERING 561 (BMEG 561/ELEG 561)
Fundamental Analysis of Nanomaterials
The course will give an overview on several important analytical tools for nano materials characterization. Mechanical, electrical and electronic and biological property testing of the nano materials such as carbon nanotubes, metal nanoparticles, quantum dots, nanowires conformable nanoelectronics materials, polymer nanoparticles and biomedical nanomaterials will be discussed. Process and product evaluation by physical, chemical and microscopic methods for materials in nano-regime will be highlighted. Modern materials science depends on the use of a battery of analytical methods carried normally in specialized laboratories. This course explains the fundamental principles associated with the various methods and familiarize the students with them, their range of applicability and reliability especially when materials are of nanoscopic dimension.
3 semester credits

BIOMEDICAL ENGINEERING 562 (BMEG 562/ELEG 562)
Nanofabrication with Soft Materials
This is an advanced level graduate course focusing on fabrication of soft materials. Nanofabrication processes and nanosystem products will be discussed. Fundamentals associated with chips fabrications and linking them toward soft materials assembly will be detailed. Emerging nanotechnology based methods for soft and green electronics, mechanical parts, MEMS, PCBs will be covered. Gene chip, label free sensory assay using micro and nanofluidics will be discussed. Transfer printing, DNA-protein interactions using the chip and several nano-scale assemblies for soft materials fabrication will be discussed.
3 semester credits

BIOMEDICAL ENGINEERING 565 (BMEG 565/ELEG 565)
Biomedical Materials and Engineering
This course introduces the students with the progress of biomaterials used in biomedical engineering. Starting from early civilizations biomaterials this course discusses modern advanced level biomaterials and their engineering principles associated with their biomedical use. Hip, knee Prostheses, implants, grafts, sutures, stents, catheters materials and their application in Biomedical Engineering are covered. Designed biomaterials such as silicones, polyurethane, Teflon, hydrogels, bionanocomposites are detailed. Modern Biology and biomedical engineering such as protein absorption, biospecific medical materials, non fouling materials, healing and foreign body reaction, controlled release etc are discussed. Surface-immobilized biomolecules in patterned surfaces are explained with specific examples of the use of immobilized biomolecules, immobilized cell ligands, and immobilization methods. Recent advances in biomedical engineering from the perspectives of inkjet printing of cells and tissues for 3D-medical textiles, nanofibers and films in biomedical engineering by electrostatic spinning, bio-inspired materials through layer by layer (LBL) assembly and biogels and advanced instrumentations in biomedical engineering are updated. Artificial red blood and skin substitutes, orthopedic biomaterials applications adhesives and sealants, diagnostics, biomedical sensors, extracorporeal artificial organs and ethical issues of biomedical engineering are discussed.
3 semester credits

BIOMEDICAL ENGINEERING 569 (BMEG 569/MEEG 569)
Advanced Biomedical Materials and Engineering
This course will cover the advanced level understanding on the different types of biomaterials used in medical purposes and their design. Modern biology in biomedical engineering such as but not limited to protein absorption, immuno isolation, regenerative medicine etc will be covered. Ethical issues in biomedical engineering will be discussed. Cutting edge research on nanobiotechnology that extends to biosensors, 3D biomatrix, advanced diagnostic, dental composites, sealants, adhesives will be covered. Device fabrication aspect of biomedical engineering especially that are at the interface of nanotechnology and biomaterials will be thoroughly discussed.
3 semester credits

BIOMEDICAL ENGINEERING 571 (BMEG 571/MEEG 571)
Ethical Issues in Biomedical Research
This course will be offered as a one hour discussion with a group of students in the instructor’s office keeping in mind the ethical issues dealing with Biomedical Engineering. Health concerns on handling nanobiomaterials, laws and bylaws associated with human subjects and the Food and Drug Administration’s requirements will be discussed. Hence creating an ethical awareness associated with Biomedical Engineering.
3 semester credits

BIOMEDICAL ENGINEERING 580
Tissue Engineering
The objective of this course is to provide students a foundation for the understanding of cell based systems needed for tissue engineering. The structure-property-function relationships in normal and pathological mammalian tissues will be covered. A review of the current development of biological substitutes to restore, maintain, or improve functions that includes strategies to regenerate metabolic organs and repair structural tissues, as well as cell-based therapies to deliver proteins and other therapeutic drugs will be discussed. There are a variety of very important materials issues in tissue engineering, which will be discussed in detail. Cells adherence to the extracellular matrix materials in the body and their enormous effect on cell behavior will be detailed. The physical and chemical properties of these materials will be examined and important materials used in tissue engineering will be discussed.
3 semester credits

BIOMEDICAL ENGINEERING 620
Team Based Research Project
This course must be taken in your last se-
mester of course work or later. This is a team based project. Teams with members from both the life sciences and the quantitative sciences are strongly encouraged. You may have more that on advisor, but one faculty member needs to be identified as the primary advisor. Your capstone project may be based on a single project or multiple projects. Each project, however, must be experimental or simulation in nature and be interdisciplinary. The project results should be publishable in peer reviewed journals. All projects must be approved by the University’s BME program committee prior to student enrollment in the BME 620 course.

**Business Capstone**

**BUSINESS CAPSTONE 597**

**Integration and Application: Strategy**
This is a capstone course dealing with the development and implementation of business strategy and planning within a framework of ethical decision-making, globalization and managing accelerating change. The final project of this course is project-based, and shall constitute an outcome assessment of what the student has learned in the MBA program. This project, normally an extensive and comprehensive case study, will be graded by several faculty members representing different and relevant disciplines. Prerequisites: Completion of all core and required courses and completion of all Major courses or concurrent registration with final Major courses. This course should be taken in the final semester of the student’s MBA program and approval of the student’s faculty advisor is required.

*3 semester credits*

**BUSINESS CAPSTONE 599**

**Integration and Application: Internship**
This course should be taken towards the end of the student’s program of study and requires the approval of the student’s faculty advisor.

*3 semester credits, 1 semester credit, 1 credit*

**Business Communications**

**BUSINESS COMMUNICATIONS 400**

**Business Written Communications**
The purpose of this course is to improve the ability of students to effectively communicate with a variety of writing techniques. Students will not only learn and practice grammatical principles, but also learn to present tables and graphs, and to organize and coherently structure their written reports. Prerequisites: Admission to graduate study.

*3 semester credits*

**Business Law**

**BUSINESS LAW 400**

**Legal Environment of Business and Ethics**
Students study the legal environment of business and ethics. Emphasis is placed on the relationship between the structure and function of the spinal column and its surrounding anatomical structures. Biomechanical principles are incorporated into functional anatomy of a dynamic human musculoskeletal system. Instruction includes lecture, dissection, tutorials, prose and models.

*3 lecture hours, 3 laboratory hours, 4.5 semester hours*

**Chiropractic**

**AN511**

**Cell and Tissue Microscopic Anatomy and Physiology**
This course focuses on the anatomy of the organs plus the structure of the muscles, bones and additional tissues of the walls of the human thoracic and abdominopelvic cavities. The neurological, vascular and positional relationships of these organs are discussed with emphasis on the clinical applications. Instruction includes lectures and laboratory with dissection and perspective, osseous structures and models.

*3 lecture hours, 3 laboratory hours, 4.5 semester hours*

**AN512**

**Functional Anatomy and Biomechanics I: Spine**
This course focuses on the functional anatomy and biomechanics of the spinal column, ribs and pelvis. Emphasis is placed on the interrelationships between the structure and function of the spinal column and its surrounding anatomical structures. Biomechanical principles are incorporated into functional anatomy of a dynamic human musculoskeletal system. Instruction includes lecture, dissection, tutorials, prose and models.

*3 lecture hours, 3 laboratory hours, 4.5 semester hours*

**AN513**

**General Anatomy I: Viscera**
This course focuses on the anatomy of the organs plus the structure of the muscles, bones and additional tissues of the walls of the human thoracic and abdominopelvic cavities. The neurological, vascular and positional relationships of these organs are discussed with emphasis on the clinical applications. Instruction includes lectures and laboratory with dissection and perspective, osseous structures and models.

*3 lecture hours, 3 laboratory hours, 4.5 semester hours*

**AN514**

**Clinical Embryology**
Embryology covers the gametogenesis, fertilization and structural development from the zygote to birth. This course correlates the embryological development with other courses.
offered in Semester I. Normal development, clinical correlations and common congenital abnormalities are presented. Emphasis is placed on the skeletal, muscular and nervous systems.

1 lecture hour, 1 semester hour

**AN525**
**General Anatomy II: Head and Neck**
This course focuses on the anatomy of the head, including the gross anatomy of the brain and special sense organs, and neck. The neurological and vascular relationships of these regions are discussed with emphasis on clinical applications. Instruction includes lectures, laboratory dissection and prosection of models. Prerequisites: AN511, AN512, AN513, AN514.

3 lecture hours, 3 laboratory hours, 4.5 semester hours

**Biochemistry**

**BC511**
**Biochemistry, Metabolism and Nutrition: I**
This course is designed to provide the student with an understanding of the biochemical principles involved in maintaining functional integrity of the body through energies and the principles involved in nutritional balance.

2 lecture hours, 2 semester hours

**BC612**
**Biochemistry, Metabolism and Nutrition: II**
This course is a continuation of BC511. Prerequisite: BC511

2 lecture hours, 2 semester hours

**Business Procedures**

**BP721**
**Documentation and Insurance Protocols (Billing and Coding)**
The successful student will be able to identify and discuss all of the important aspects of patient communication, medical documentation and insurance protocols/coding. In addition, the successful student will be able to identify and apply appropriate billing protocols regarding filing insurance claim forms.

1 lecture hour, 1 credit hour

**BP722**
**Business Procedures and Marketing**
This is a business procedures course that stresses the importance of ethical and legal business management procedures. The class will cover strategic management, chiropractic and health care economics, marketing and image building. Successful completion will prepare the student to enter chiropractic practice.

1 lecture hour, 1 credit hour

**BP813**
**Starting a Chiropractic Practice and Office Management**
At the completion of this course, the successful student will have a clear understanding and knowledge of the three basic choices when starting a chiropractic practice. They will also recognize their options related to selecting a business structure as well as being able to identify the type of practice they want to establish, the key factors for establishing a workable partnership, the importance of obtaining financing, finding a location, designing an office floor plan, preparing a business and budget plan, hiring and managing employees/office staff, managing patients regarding payment and collection issues and recognizing key items related to both internal and external marketing/advertising. In addition, the successful student should be able to recognize the different types of health insurance and manage care plans typically encountered in a chiropractic office as well as the importance of obtaining access into these insurance networks. Finally, the successful student should recognize the importance of the report of findings, HIPPA (Federal) guidelines and basic hospital protocols.

1 lecture hour, 1 credit hour

**Business Procedures and Marketing**

**BP813**
**Starting a Chiropractic Practice and Office Management**
At the completion of this course, the successful student will have a clear understanding and knowledge of the three basic choices when starting a chiropractic practice. They will also recognize their options related to selecting a business structure as well as being able to identify the type of practice they want to establish, the key factors for establishing a workable partnership, the importance of obtaining financing, finding a location, designing an office floor plan, preparing a business and budget plan, hiring and managing employees/office staff, managing patients regarding payment and collection issues and recognizing key items related to both internal and external marketing/advertising. In addition, the successful student should be able to recognize the different types of health insurance and manage care plans typically encountered in a chiropractic office as well as the importance of obtaining access into these insurance networks. Finally, the successful student should recognize the importance of the report of findings, HIPPA (Federal) guidelines and basic hospital protocols.

1 lecture hour, 1 credit hour

**Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis - Laboratory**
Clinical biomechanics and associated chiropractic assessment procedures of the spine and pelvis are presented and practiced. Emphasis is placed on the diagnostic tools of inspection as well as static and motion palpation as they pertain to the assessment of spinal/pelvic joint functioning.

3 laboratory hours, 1.5 semester hours

**Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities Laboratory**
Clinical biomechanics and associated chiropractic assessment procedures of the upper and lower extremities and TMJ are presented and practiced.

2 lecture hours, 2 semester hours

**Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities Laboratory**
Clinical biomechanics and associated chiropractic assessment procedures of the upper and lower extremities and TMJ are presented and practiced. Previously learned spinal assessment procedures are reviewed and practiced. Prerequisites: TE511L, Co-Requisite AN526

3 laboratory hours, 1.5 semester hours

**Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis - Laboratory**
Clinical biomechanics and associated chiropractic assessment procedures of the spine and pelvis are presented and practiced. Emphasis is placed on the diagnostic tools of inspection as well as static and motion palpation as they pertain to the assessment of spinal/pelvic joint functioning.

3 laboratory hours, 1.5 semester hours

**Technique Procedures I: Introduction to Full Spine Technique Lecture**
This course introduces students to full spine adjusting procedures from the cervical spine (C2) to the pelvis. The course will begin with a review of biomechanics and assessment procedures presented in palpation skills TE522 and TE511. Selected spinal conditions will be presented and discussed as they pertain to diagnosis, differential diagnosis and case management. Prerequisites: AN512, TE511 and TE522

1 lecture hour, 1 semester hour

**Technique Procedures I: Introduction to Full Spine Technique Laboratory**
This course introduces students to full spine adjustment procedures from the cervical spine (C2) to the pelvis. This course will begin with a review of biomechanics and assessment procedures presented in palpation skills AN512 and TE511. In addition, this course will concentrate on the psychomotor skills required to perform the specified spinal adjustments from cervical spine...
Chiropractic

(C2) to the pelvis. Prerequisites: AN512, TE511L
3 laboratory hours, 1.5 semester hours

TE624 Technique Procedures II: Intermediate Full Spine
and Upper Extremity Adjusting
Principles of patient management and
common clinical conditions of the head, neck,
thoracic and upper extremity regions are present-
ed. Evidence-based diagnostic and upper treatment
protocols are stressed along with conserva-
tive and proper referral and co-management.
Prerequisites: TE613, DX611, DX612, TE522L,
DX611L, DX612L
2 lecture hours, 2 semester hours

TE624L Technique Procedures II: Intermediate full Spine
and Upper Extremity Adjusting Laboratory
The laboratory portion is a review and practice
of new and previous techniques taught with an
emphasis on skill refinement. Intermediate
level spinal techniques and upper extremity
techniques are presented and practiced. Pre-
requisite: TE613L, TE522L
4 laboratory hours, 2 semester hours

TE625 Technique Procedures III: Soft Tissue
Students are introduced to the concepts of soft
tissue diagnostic procedures and treat-
ment procedures. These include the etiology,
pathophysiology, diagnosis and treatment of soft
tissue dysfunction and trauma, differential
diagnosis and case management and soft tissue
lesions are presented. Prerequisites: TE511, 511L, TE522,
522L, TE613, AN512, AN526, NS612
2 lecture hours, 2 semester hours

TE625L Technique Procedures III: Soft Tissue Laboratory
The laboratory portion covers the diagnosis and
management of treatment of muscle hypertonic states.
Prerequisites: TE613L, TE522L
2 laboratory hours, 1 semester hour

TE716 Technique Procedures IV: Intermediate Full Spine
and Lower Extremity Technique
Clinical biomechanics of the lumbo-pelvic
region and lower extremities are reviewed.
Evidence-based differential diagnosis and case
management of lumbo-pelvic and lower ex-
 tremity clinical conditions common to chiro-
practic practice are presented and discussed.
Prerequisites: TE624, TE624L
2 lecture hours, 2 semester hours

TE716L Technique Procedures IV: Intermediate Full Spine
and Lower Extremity Technique Laboratory
Intermediate level full spine and lower ex-
tremity assessment and manipulative pro-
cedures are presented and practiced. Students
continue to review and practice previous tech-
nique procedures. Prerequisite: TE624L
4 laboratory hours, 2 semester hours

TE717L Technique Procedures V: Soft Tissue II
This course will begin by reviewing soft tissue
techniques taught in TE625/TE625L. Students
then refine their palpatory and therapeutic soft
tissue manual treatment skills. Prerequisite:
TE625L
2 laboratory hours, 1 semester hour

TE728 Technique Procedures VI: Advanced Chiropractic
Technique I
Advanced patient assessment procedures and
application of technique procedures to dif-
ferent patient populations are presented and
discussed. Upper cervical toggle recoil, instru-
ment adjusting and temporomandibular joint,
symphysis pubis, coccyx and rib techniques
are introduced. Chiropractic management of
extremity conditions is presented and dis-
cussed. Prerequisite TE716
2 lecture hours, 2 semester hours

TE728L Technique Procedures VI: Advanced Chiropractic
Technique I Laboratory
Previous patient assessment and technique pro-
cedures for the spine and extremities are demon-
strated and practiced. Advanced spinal and
extremity techniques are introduced and prac-
ticed. Upper cervical toggle recoil, pelvic block-
ing, instrument adjusting, cervical and lumbar
mobilization techniques, TMJ, symphysis pubis,
coccyx and rib techniques are introduced and
practiced. Selected soft tissue techniques are re-
viewed and practiced. Prerequisite: TE716L
4 laboratory hours, 2 semester hours

TE819 Technique Procedures VII: Advanced Chiropractic
Technique II
This course is the combined lecture and
laboratory review of all techniques taught at
UBCC. This course also serves as a critique
course for other techniques utilized in prac-
tice. Case management utilizing various chiro-
practic technique approaches are discussed and
critically evaluated. Prerequisite: all cours-
es Semester I-VI
1.5 lecture hours, 3 laboratory hours, 3
semester hours

Clinical Nutrition

CN621 Clinical Nutrition I: Pathology and Assessment
This course introduces the student to diet, ba-
sic nutrition and vitamins and their clinical ap-
plications. There is an emphasis on the clinical
aspects of the diet and the diseases associated
with the typical American diet. Additionally,
the biochemistry of carbohydrates, fats and
proteins is reviewed, focusing on the use of
fats, amino acids and vitamins to treat various
diseases and pathological states. Prerequisites:
PH612, BC612, PA611.
1 lecture hour, 1 semester hour

DN712 Clinical Nutrition II: Treatment and Management
This course is a continuation of CN621. There
is a comprehensive review of minerals and
their clinical application, as well as the clinical
uses of fiber. The pathophysiology of obesity,
Alzheimer’s disease, atherosclerosis, dia-
tes mellitus, osteoarthrosis and detoxification
are discussed in length, as well as treatment
protocols for each condition using nutritional
supplements, herbs, diet and homeopathic
medicines. Prerequisite: CN621
2 lecture hours, 2 semester hours

Clinical Services

CS721 Clinical Services I
Students under the supervision of licensed fac-
ulty begin to administer care to patients at the
UBCC Health Center. Students are introduced
to the procedures and practices utilized by the
health center through lectures and practical
demonstrations. Students refine their skills in
history taking, physical examination, radiol-
y, technique, case management and clinical
decision-making. Prerequisites: all courses in
semesters I-V.
2 lecture hours, 4 clinic hours, 4 semester
hours

CS812 Clinical Services II
Under supervision of licensed faculty, interns
administer care to patients. All patient diagno-
ses and management plans are reviewed and
approved by a clinic faculty member prior to
the initiation of patient care. Students are as-
sessed via evaluation by faculty. Prerequisite:
All course semesters I-VI
25 clinic hours, 12.5 semester hours
Diagnostic Skills I: Physical Examination

This course is designed as an introduction to the skills required to examine, diagnose and differentially diagnose the skin, eyes, ears, nose, sinuses, mouth, throat, and thyroid as well as the cardiovascular, respiratory, gastrointestinal and genitourinary systems. In addition, selected topics regarding the diagnosis of the musculoskeletal system will also be covered. The student will review basic anatomy and physiology as well as anatomical structures as it relates to physical examination procedures being taught and specific organ systems being examined. The student will also learn the selection of appropriate examination and diagnostic procedures, which correspond to the patient’s history and complaint as well as recognize the importance of the review of systems and the development of a problem list. The successful student will learn how to select and use their diagnostic equipment and specific procedures for carrying out these examinations. Integration of these skills into the comprehensive management of the patient will be emphasized which will allow the student to properly develop the clinical decision-making skills necessary to demonstrate minimum clinical competency. Prerequisites: AN511, AN513, AN525

3 lecture hours, 3 semester hours

DX612/DX612L

Diagnostic Skills II: Orthopedics and Neurology

This lecture and laboratory course emphasizes the use of evidence-based orthopedic and neurological evaluation procedures. Students are introduced to an organized clinical thought process that prepares them to perform appropriate evaluation procedures of patients presenting with neuromusculoskeletal conditions. The entire SOAP process is taught in order to enable the student to expedite the examination process, reveal subjective and objective findings, create an accurate diagnosis and generate comprehensive record keeping. Prerequisites: AN526, TE522, PP524

2 lecture hours, 2 semester hours, 4 laboratory hours, 2 semester hours

DX623

Diagnostic Skills III: Orthopedic and Neurology

The lecture portion of this course covers common diseases and conditions of the neurological system. Prerequisites: All courses - Semesters I-VI

2 lecture hours, 2 semester hours

DX623L

Diagnostic Skills III: Orthopedic and Neurology Laboratory

The laboratory portion presents cases that challenge the student to consider the evaluation and management process of specific neurological conditions. Practical application of neurological and orthopedic testing prepares the student to organize their critical skills. Students, through a problem-based format, develop the clinical reasoning skills to differentiate conditions affecting the neuromusculoskeletal system.

4 laboratory hours, 2 semester hours

DX624

Laboratory Diagnosis

This course introduces the student to the appropriate ordering and interpretation of laboratory tests. Prerequisites: DX613, PH612, PA611

3 lecture hours, 3 semester hours

DX725

Special Populations

This course introduces the student to the health care needs of the developing child and mother from conception to birth to childhood and adolescence. Complications of pregnancy, delivery, post partum care and the chiropractic management of the obstetrical patient will be discussed. The examination and conditions of the pediatric patient as well as the management of the pediatric patient is presented. Also covered is the examination of the geriatric patient, common findings of the geriatric exam and management of selected neuromusculoskeletal and non-neuromusculoskeletal conditions. Prerequisites: all courses in semesters I-V

3 lecture hours, 3 semester hours

Differential Diagnosis

D0711

Differential Diagnosis I: Internal Disorders

This course presents the diagnosis and differential diagnosis of diseases and conditions affecting the internal organs, to include the cardiovascular system, pulmonary system, gastrointestinal, genitourinary system, gynecological and integumentary systems. This course reviews the concept of how these systems can refer pain to, and affects the functioning of, the neuromusculoskeletal system, and how the neuromusculoskeletal system can affect these systems. The management of disease and conditions affecting these systems is covered.

5 lecture hours, 5 semester hours

Prerequisites: All courses semesters I - IV

D0711L

Differential Diagnosis I: Internal Disorders Laboratory

The laboratory reviews examination procedures related to these areas and presents case studies to assist students in developing clinical reasoning skills. Prerequisites: All courses - Se-
This course covers the current environmental and public health concerns and issues. The course integrates health with diet, air and water pollutants, noise and substance abuse, compares community hygiene and industrial hygiene, defines epidemiology and recognition of major communicable and non-communicable disease. Prerequisite: MB612.

2 lecture hours, 2 semester hours

MB724 Public Health II: Community Health and Wellness
This course teaches students about wellness and health promotion consistent with Healthy People 2020 from the US government. Students will learn health problem methods to use in practice that stress patient self care behaviors that can impact on mortality due to preventable causes, especially: cardiovascular disease, stroke, cancer and diabetes. These behaviors include diet, exercise, and smoking cessation, moderation of alcohol intake and reduction of drug usage. Prerequisite: MB623

2 lecture hours, 2 semester hours

Neuroscience

NS521 Neuroscience I
This course is an overview of the general anatomy of the central nervous system. The gross anatomical structures of the brain and central nervous system are presented. Basic neurophysiology and neural cellular anatomy are discussed. The structures of the sensory, motor and special sense systems and pathways are presented. Reading and case examples are used to emphasis the neuroanatomical correlation to selected clinical scenarios. Prerequisites: AN511, AN512, AN513, AN514, AN525

3 lecture hours, 3 semester hours

NS612 Neuroscience II
This course is a continuation of NS521 and will begin to emphasize the neuroscience of clinical case-based problems. The sensory and motor systems are examined in detail. An emphasis is placed on the correlation of anatomical structure to physiological function and to contrast this to clinical problems. Prerequisites: NS521, PP524, PH521, AN525

3 lecture hours, 3 semester hours

Pathology

PA611 Fundamentals of Pathology
This course is a study of the pathophysiologi- cal process and how this process alters the gross, microscopic and clinical manifestations of disease. The basic pathological process of inflammation, repair, degeneration, necrosis, immunology and neoplasia is presented. This course is also an introduction to the lymphatic, bone marrow and neuromusculoskeletal system. Laboratory includes the study of gross and microscopic changes as well as clinical presentation of various diseases and functional disturbances. Prerequisites: All anatomy courses, PH521

2 lecture hours, 1 laboratory hour, 2.5 semester hours

PA622 Systems of Pathology
This course is a continuation of the study of the pathological processes of various diseases. This course emphasizes the pathological basis of systemic diseases of the cardiovascular, respiratory, gastrointestinal, urogenital, endocrine, hepatobiliary, renal and pancreatic systems. The gross microscopic and clinical manifestations of various disease processes are presented. Prerequisites: PA611, Corequisite PH612

4 lecture hours, 1 laboratory hour, 4.5 semester hours

Physiological Therapeutics

PT711/PT711L Physiological Therapeutics I: Modalities
This course is an introduction to the physics and clinical use of heat, cold, high volt galvanism, interferential current, low volt galvanism, ultrasound, electrical muscle stimulation, diathermy and paraffin. This student is instructed on the development of a clinical management plan utilizing adjunctive therapies. In lab, students are introduced to the use and application of modalities. 1 lecture hour, 1 semester hour/2 laboratory hours, 1 semester hour

PT722 Physiological Therapeutics II: Rehabilitation
This course covers the concepts of rehabilitation as used in the UBCC Health Center and in private practice. The course covers the rehabilitative management of injuries and clinical conditions of the spine and extremities common to the practice of chiropractic. 2 lecture hours, 2 semester hours

PT722L Physiological Therapeutics II: Rehabilitation Laboratory
The laboratory course introduces rehabilitative treatment methods including stretching, balance training, therapeutic and spinal stabiliza-
**Chiropractic**

**Diagnosis**

This course is designed to familiarize the student with current psychological theory and practice. The student is instructed in behavioral assessment and the recognition of psychological disorders. Interviewing and counseling techniques are presented as well as the criteria for appropriate referral of patients to providers of psychological services.

2 lecture hours, 2 semester hours

**Radiology**

**Diagnostic Imaging I: Normal Anatomy**

This course introduces students to normal spinal anatomy including the skull and pelvis. In addition, the students will learn about some abnormal conditions such as scoliosis and spondylolisthesis. Concepts, as they relate to imaging formation, file interpretation and report writing are introduced.

2 lecture hours, 2 laboratory hours, 3 semester hours

**Diagnostic Imaging II: Normal Anatomy**

This course is a continuation of DI521. Students continue to develop their skills of radiographic interpretation as they relate to normal anatomical structures of the various parts of the body. Emphasis is placed on the radiography of normal anatomical structures of the extremities and chest. Prerequisite: DI521

1 lecture hour, 2 laboratory hours, 2 semester hours

**Diagnostic Imaging III: Bone Pathology**

This course introduces students to the clinical and radiographic manifestations affecting osseous structures due to neoplasia, such as tumor-like conditions, infection and normal variants. Students are introduced to special imaging as it relates to further evaluation of these conditions. Prerequisite: DI612

2 lecture hours, 2 laboratory hours, 3 semester hours

**Diagnostic Imaging IV: Arthritis and Trauma**

This course further develops the students' skills in the clinical and radiographic manifes-

**Pharmacology**

**PS511 Principles and Practice I: History and Philosophy**

This is a course in which the history of healing is traced from its known origins through discovery of chiropractic to the present day. The basic concepts of chiropractic philosophy are discussed, as well as their current interpretation and clinical significance. Particular emphasis is placed upon chiropractic as a distinct profession in the health care community.

2 lecture hours, 2 semester hours

**PS512 Principles and Practice II: Introduction to Evidence-Based Practice**

Students will learn the steps involved in Evidence-Based Chiropractic practice: Creating focused clinical questions, efficiently finding, and then assessing evidence for relevance and validity, applying it ethically (alongside clinical wisdom and patient preferences) to a clinical question, then reflecting upon your mastery of the process. This course will build the foundation for an ongoing commitment to inquiry which will support your future clinical decisions and patient care.

2 lecture hours, 2 semester hours

**PS523 Principles and Practice III: Contemporary Chiropractic Studies**

Historical and contemporary principles of the chiropractic profession are introduced and discussed. Components of the subluxation complex are presented, critically analyzed and incorporated into the science, art and philosophy of contemporary chiropractic practice. Current events regarding chiropractic and health care are presented and discussed. Prerequisite: PP511

2 lecture hours, 2 semester hours

**PS624 Principles and Practice IV: Evidence-Based Practice**

In this course, students will expand their knowledge of evidence-based practice. The course emphasizes asking clinical questions, searching for the scientific literature to answer those questions and critically appraising that research. Having found valid research to answer the clinical questions, students will learn how to use that information in clinical practice. Prerequisite: PP512

2 lecture hours, 2 semester hours

**PS711 Principles and Practice V: Ethics**

This is a risk management course that stresses the importance of ethical and legal business management procedures. Students learn risk management, jurisprudence, ethics and the informed consent process. Successful completion will prepare the student to practice as an ethical health care provider.

1 lecture hour, 1 credit hour

**Psychology**

**PS711 Clinical Psychology**

This is a course designed to familiarize the student with current psychological theory and practice. The student is instructed in behavioral assessment and the recognition of psychological disorders. Interviewing and counseling techniques are presented as well as the criteria for appropriate referral of patients to providers of psychological services.

2 lecture hours, 2 semester hours

**Radiology**

**DI521 Diagnostic Imaging I: Normal Anatomy**

This course introduces students to normal spinal anatomy including the skull and pelvis. In addition, the students will learn about some abnormal conditions such as scoliosis and spondylolisthesis. Concepts, as they relate to imaging formation, file interpretation and report writing are introduced.

2 lecture hours, 2 laboratory hours, 3 semester hours

**DI612 Diagnostic Imaging II: Normal Anatomy**

This course is a continuation of DI521. Students continue to develop their skills of radiographic interpretation as they relate to normal anatomical structures of the various parts of the body. Emphasis is placed on the radiography of normal anatomical structures of the extremities and chest. Prerequisite: DI521

1 lecture hour, 2 laboratory hours, 2 semester hours
Diagnosis V: Chest and Abdomen

This course covers the interpretation of normal and abnormal clinical and radiographic manifestations of the internal organs. The chest, heart and abdomen are studied on plain film as well as special examination procedures. Prerequisite: All previous DI courses.

1 lecture hour, 2 laboratory hours, 2 semester hours

Diagnostic Imaging VI: Positioning and Physics

This course discussed the radiographic presentation of osseous pathologies that clinicians may see in field practice. Review of previous and introduction of new conditions is the goal. A more in-depth study of advanced imaging (with focus on MRI) of the areas often clinically discussed is presented. Prerequisites: All courses: Semesters I-VI.

2 laboratory hours, 1 semester hour

Diagnostic Imaging VII: X-Ray Review

This course covers the mechanics of x-ray production, film processing, x-ray factors and radiation safety and protection for doctor and patient. Also covered is the placement and positioning of patients for the taking of x-ray studies. Students are introduced to the policies and procedures utilized by the UBCC Health Center.

2 lecture hours, 2 laboratory hours, 3 semester hours

Research

Evidence Based Practice I

This online learning course will utilize previously taught material and evidence-based practice methods in the creation of a comprehensive case report on a fictitious patient. An emphasis is placed on chiropractic principles and techniques as patient management strategies are created. Prerequisite: PP512, PP624

1 lecture hour, 1 semester hour

Evidence Based Practice II

This online learning course will utilize previously taught material and evidence-based practice methods in the creation of a comprehensive case report on a fictitious patient. An emphasis is placed on chiropractic principles and techniques as patient management strategies are created. Prerequisite: PP512, PP624

1 lecture hour, 1 semester hour

Evidence Based Practice III

Prerequisites: All Courses, Semesters I-V, Corequisite: CS812

1 semester hour

Evidence Based Practice IV

Interns compare different interventions based on patients seen by the intern, as approved by their clinician. Interns perform a literature search and report the clinical questions, search terms used; data based searched, papers found and their quality. The intern determines whether a given intervention has quality evidence supporting its use. Interns submit a report summarizing findings and discuss the case with other interns. Clinicians query interns not only regarding the findings, but also how the investigation provides practical application to the patient’s care and management plan. Prerequisite: All courses, Semesters I-VI, Corequisite: CS812

1.5 semester hour

Evidence Based Practice V

Prerequisites: All Courses, Semesters I-V, Corequisite: CS812

1 semester hour

Evidence Based Practice VI

Prerequisites: All Courses, Semesters I-V, Corequisite: CS812

1.5 semester hour

Evidence Based Practice VII

Prerequisites: All Courses, Semesters I-V, Corequisite: CS812

1.5 semester hour

Computer Engineering

Introduction to Computer Architecture

Instruction set; data path and controller design for computers. Design and analysis of a RISC processor including integer and floating point pipeline design. Cache and virtual memory design, interrupts and DMA. Pre-requisite: Computer Engineering 312 or equivalent background.

3 lecture hours, 3 semester hours

Advanced Digital Systems

The objective of this graduate level course is to introduce the modern design methodologies for digital logic and automatic synthesis of digital systems. Students are provided with access to the CAD tools to use hardware description language to model, analyze and design various digital circuits/systems. It is expected that students will acquire a clear understanding of the main techniques, design strategies and the optimizations that are involved in modern digital circuit modeling, design and synthesis. The course projects will include the design and optimization of advanced critical digital systems used in bio-related applications.

3 Lecture hours, 3 semester hours

MEMS (Micro-Electro-Mechanical Systems)

Basic micro fabrication techniques, MEMS materials and their properties, MEMS device design and simulation, MEMS packaging and assembly, signal testing and MEMS reliability analysis. MEMS industrial applications in various areas will also be discussed. Students used ANSYS FEM software to design and simulate their behavior.

3 Lecture hours, 3 semester hours

Analog VLSI

Modeling, design and analysis of analog VLSI circuits. CMOS processing and layout, current mirrors, Opamp, comparators, S/H voltage references, switched-capacitor circuits, data converters, filters and PLLs. Students design analog VLSI layouts, extract the netlists and simulate the circuit behavior. Transistor sizing will also be discussed. EDA tools PSPICE, Mentor Graphics are used.

3 Lecture hours, 3 semester hours

Robotics

Basic Robotics, including: position and velocity sensing, actuators, control theory, robot coordinate systems, robot kinematics, differential motions, path control, dynamics, and force control. Robot sensing, simulation of manipulators, automation, and robot programming languages are also investigated. Prerequisites: Computer Science 102, Electrical Engineering 360, Math 214 or 314 or permission of instructor.

3 Lecture hours, 3 semester hours

Computer Networks

Introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: over-
view of network architectures, applications (HTTP, FTP, network programming interfaces (e.g., sockets), transport (TCP, UDP), flow control, congestion control, IP, routing, IPv6, multicast, data link protocols, error detection/correction, multiple access, LAN, Ethernet, wireless networks, and network security. Prerequisite: Computer Engineering 471 or permission from instructor.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 473
Local Area Networks
Examination of wired and wireless Local and Metropolitan Area Network technologies, protocols, and the methods used for implementing LAN and MAN based enterprise intranets. The IEEE 802 media access control (MAC) protocols are examined. The 802.2 logical link control, 802.3 Ethernet, 802.3 token bus, and the 802.5 token ring protocols are analyzed, and the construction of LAN-based enterprise intranets is examined through a detailed analysis of bridging, routing, and switching techniques. High-speed LAN technologies are discussed through an examination of FDDI, Fast Ethernet, 100VG AnyLAN, ATM LAN and fibre Channel protocols along with the standards for Gigabit and 10 Gigabit Ethernet. The new and emerging wireless LAN and MAN standards are also examined. The 802.11 (WiFi) wireless LAN and 802.15 (Bluetooth) wireless PAN standards are discussed. Prerequisite: Computer Engineering 471.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 481
Mobile Communications
This course covers the basic technologies in the field of wireless and mobile communications. The following topics are covered in the course: wireless transmission, media access control, satellite systems, broadcast systems, wireless LANS, wireless ATM, network layer protocols, transport protocols and support for mobility. Pre-requisites: Computer Engineering 471 or Computer Engineering 472 or permission of instructor.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 482
Network Administration

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 489
Software Engineering
Structural development methodology for large software systems. Planning requirements, design, test, and validation. Advanced topics in software development. Prerequisite: Computer Science 102 and senior status.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 500
Graduate Co-op/Internship in Computer Engineering
By arrangement.

1-3 semester hours

COMPUTER ENGINEERING 510
Introduction to Computer Architecture
Instruction set, data path and controller design for computers. Design and analysis of a RISC processor including integer and floating point pipeline design. Cache and virtual memory design, interrupts and DMA. Prerequisite: Computer Engineering 312 or equivalent background.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 540
Image Processing
This is a project-oriented course. Students will learn and implement FFT with applications, image enhancement, image restoration, image compression, and image tomography. Projects will be conducted on workstations. Prerequisite: Electrical Engineering 443.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 548 (CPEG 548/ELEG 548)
Low Power VLSI Circuit Design
With the rapid development of mobile computing, low power VLSI design has become a very important issue in the VLSI industry. A variety of low-power design methods are employed to reduce power dissipation of VLSI chips. This course is designed to cover low-power design methodologies at various design levels (from system level to transistor level). The basic low-power design strategies will be introduced in the class. Students will use the learned knowledge to design low-power VLSI circuits. Upon completion of this course, students will be able to analyze the power consumption of VLSI circuits, and design low-power VLSI circuits using various strategies at different design levels. The major target is to design VLSI chips used for battery-powered systems and high-performance circuits not exceeding power limits.

3 semester hours

COMPUTER ENGINEERING 550
Advanced VLSI Design
Implementation of custom VLSI designs, digital and analog simulation, fault tolerant design, design for testability. A major project will include the implementation of a digital integrated circuit. Prerequisites: Computer Engineering 448D.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 547
Electronic Design Using Programmable Analog Arrays
Use of design methodologies to implement analog circuits using programmable analog arrays. Introduction to design tools for circuit implementation. Laboratory experience includes design of analog filters, photoplethysmography, a non-invasive method of measuring blood pulsations, temperature measurements with PWM fan control, motor control using PID controllers, among others. Design tools include MatLab and design tools from Anadigm, Inc. (schematic capture and simulation)

COMPUTER ENGINEERING 561
Network Security
Conventional encryption and message confidentiality, public-key cryptography and message authentication. Authentication applications, electronic mail security, IP security, web security, firewalls, security in mobile network and other security systems. Prerequisites: Computer Engineering 471 or 473.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 570
Advanced Robotics
Advanced robotics and automation topics and techniques, including: active robotic sensing, intelligent and integrated manufacturing systems, robotic inspection, observation under uncertainty, multisensor feedback control of manipulators and mobile robots, advanced simulation and monitoring of robotic systems, high level modeling and control, and other topics. Prerequisites: Computer Science 460, Computer Engineering 460 or permission of instructor.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 584
Machine Perception
An introduction to sensing and machine vision. Vision algorithms that are usable in practical applications, sensing mechanisms and various types of sensed data representation, sense date processing and interpretation for different applications. Prerequisites: Computer Science 400, Computer Engineering 312 and Electrical Engineering 443.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 585
Computer Vision
A project-oriented course designed to familiarize the student with the computer image dis-
play, processing, and various limitations. The processing includes edge detection, Hough transform, thinning algorithms, moment invariant methods, relaxation algorithms, among others. Prerequisite: Computer Science 400, Computer Engineering 312, Electrical Engineering 443.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 597 A
Master's Project
Lecture hours and topics to be arranged with Department Chair.
1 semester hour

COMPUTER ENGINEERING 597 B
Master's Project
Lecture hours and topics to be arranged with Department Chair.
2 semester hours

COMPUTER ENGINEERING 597 C
Master's Project (completion)
Lecture hours and topics to be arranged with Department Chair.
1 semester hour

COMPUTER ENGINEERING 598
Thesis in Computer Engineering
Lecture hours, semester hours and topics to be arranged with Department Chair.
3-6 semester hours

COMPUTER ENGINEERING 599
Independent Study in Computer Engineering
Independent study of advanced topics in Computer Engineering and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair.
3 semester hours

Computer Science

COMPUTER SCIENCE 400
OOP and Design Patterns
This course introduces the modern object-oriented programming philosophy using C++ to the beginning graduate students. The emphasis is on developing the programming thought process in terms of objects and their interactions to each other. Concepts covered include data hiding, code reuse through inheritance, polymorphism, templates, exception handling, developing appropriate class hierarchy and code maintenance for large software projects. Prerequisite: Computer Science 102 or equivalent background.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 410
Java Programming
Object-oriented programming, using Java, packages, interfaces, multi-threading, classes, inheritance, exceptions, interfaces, native methods, applets. Prerequisite: Computer Science 400.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 411
Advanced Object-Oriented Programming with JAVA
Covered topics include advanced features of Java, such as Database inter-connectivity (JDBC) with Servlets and JSP, remote method interface (RMI), distributed applications objects using CORBA and JNDI, Java Beans, introspection and reflection, Enterprise Java applications with EJB, interfacing Java to C++ with JNI, and additional advanced topics. A focus on developing components and packaging. A major project is developed. Prerequisite: Computer Science 410.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 435
Unix System Programming
Introduction to shell programming and system in Unix/Linux environments. Various commands, tools, filters and specification languages are studied. System calls to deal with files, processes, pipes, three interprocess communication facilities (semaphores, shared memory, and message queue), and signals are introduced. Prerequisite: Computer Science 400.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 440
Windows Programming
This course covers Graphical User Interface (GUI), design and Windows programming using Visual C++ and Microsoft Foundation Class (MFC) library. Topics covered include windows architecture, message/event driven programming, designing Dialog based, SDI and MDI applications, Document/View architecture, Device Contexts, Database access using the MFC ODBC classes and ADO. A comprehensive project is assigned towards the end of the course, which covered important windows programming concepts. Prerequisite: Computer Science 400.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 460
Introduction to Robotics
Basic robotics including: position and velocity sensing, actuators, control theory, robot coordinate systems, robot kinematics, differential motions, path control, dynamics and force control. Robot sensing, simulation of manipulators, automation and robot programming, languages are also investigated. Prerequisite: Computer Science 102, Math 214 or 314, or permission of instructor.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 485
Software Design Patterns
Introduce design patterns and software architectures. Combines pattern theory with examples to show why and when to use patterns and how to implement them. How to apply design patterns at the enterprise level. The use of design patterns to design and implement systems of high stability and quality. Compare and contrast patterns, including differences between Mediator and Façade. Discuss relationships between patterns. Study how patterns are collaborated within domains to solve complicated problems.
3 semester hour

COMPUTER SCIENCE 500
Graduate Co-op/Internship in Computer Science
By arrangement.
1-3 semester hours

COMPUTER SCIENCE 501
OOP and Design Patterns
This course introduces the modern object-oriented programming philosophy using C++ to the beginning graduate students. The emphasis is on developing the programming thought process in terms of objects and their interactions to each other. Concepts covered include data hiding, code reuse through inheritance, polymorphism, templates, exception handling, developing appropriate class hierarchy and code maintenance for large software projects. Prerequisite: Computer Science 102 or equivalent background.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 502
Analysis of Algorithms
A course in advanced data structures and high-level algorithms. Varied uses of recursion. Graph representations and algorithms including traversals, path finding, closure, and spanning trees. Sorting files. Weighted and balanced trees, Hashing and collision handling. Complexity and analysis of algorithms. Prerequisite: Computer Science 102 or equivalent.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 503
Operating Systems
An advanced implementation oriented course in structure and design of operating systems. Scheduling and time management; processes and operating systems primitives; Deadlock handling techniques in operating systems; Space management and external device management.
Prerequisite: Computer Science 102, Computer Engineering 312, Knowledge of C/C++, 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 504
Artificial Intelligence
Foundations of the theory of Artificial Intelligence. Game playing, pattern recognition, description of cognitive processes, heuristic decision procedures, general problem solvers. Learning and robotics. Discussion of the relationship with human thought process. Extensive Lisp programming. Pre-requisite: Computer Science 102 or permission of instructor. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 509
Automata Theory
Theory of automata and learning machines. Finite-state sequential machines and functions. Transition preserving functions, Generators and minimal generating sets. Input semigroup, Isomorphisms and Auto-morphisms. Prerequisite: Computer Science 227. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 520
Theory of Computation
Finite automata and Pushdown automata; Register machines; Recursive functions and sets; Languages, regular expressions; Context-free languages; Regular and context-free grammars; Pumping lemmas. Turing machines, Church-Turing thesis. Post-correspondence problem; Computability and complexity. Prerequisite: Computer Science 227 and knowledge of computer programming. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 545
Component Based Software Design
Modern component based software design approaches using both the Component Object Model (COM) as well as the CORBA technologies. In-depth look at the infrastructure of COM components presenting of concepts of class factories, interfaces (standard and custom), in-proc and local server components, IDL type libraries, proxy/stubs and marshalling, automation and I Dispatch interface, structured storage and ActiveX controls. The distributed form of COM referred to as DCOM and its newest form is known as COM+, which integrates the transaction, and queuing capabilities are examined. A comparison of the CORBA technology is made by explaining its architecture and remoting capabilities. Prerequisite: Computer Science 440, Prerequisite by topic: 1. Good background in C++ programming, 2. Some knowledge of Windows Programming. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 550
Multimedia Database Systems
The issues in multimedia (audio, images and video), multimedia compression, multimedia operating systems, multimedia communications, multimedia indexing, querying and retrieving, and web database systems, which have been enormously developed recently, and are playing important roles in the areas of business, entertainment, medicine and education. The goal of this course is to give in-depth understandings to media themselves with emphases on other issues related to DBMS, operating systems and communications. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 551
Advanced Database
Advanced study of Relational databases including indexing structure, query optimization, rule and cost-based optimization, transactions and concurrency, recovery techniques, security, distributed database, data mining and other emerging database technologies. Prerequisite: Computer Science 450 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 555
Web-Based Application Development
Introduction to fundamental issues in designing a web-based application. Review of the web technologies such as HTML, VBScript, JavaScript, DHTML, Java, XML and server-side technologies using Active Server Pages (ASP), CGI and Java Server Pages (JSP). Design issues include the creation of tiered and scalable applications by the use of COM+ components involving Microsoft Transaction Server and the Java approach of Enterprise Java Beans. Different projects are assigned to create dynamic, database-driven E-Commerce solutions involving, order tracking systems, inventory management, advertising management, creating score reports, personalizing the shopping experience and secure credit card transactions. Wireless E-Commerce applications and developing business-to-business application using XML, SOAP and Biztalk Servers. Prerequisite: Computer Science 400. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 560
Performance Evaluation and Analysis
This course covers the basic theory and practice of computer systems performance evaluation. The course focuses on three major aspects of performance analysis, measurement, simulation and analytical modeling using queuing theory. The topics will include measurement techniques, monitor tools, simulation models, stochastic processes, queuing theory and analytical modeling techniques. Prerequisite: Background in computer architecture and probability and consent of the instructor. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 561
Network Security

COMPUTER SCIENCE 570
Advanced Robotics
Advanced robotics and automation topics and techniques, including: active robotic sensing, intelligent and integrated manufacturing systems, robotic inspection, observation under uncertainty, multsensor feedback control of manipulators and mobile robots, advanced simulation and monitoring of robotic systems, high level modeling and control, and other topics. Prerequisites: Introduction to Robotics (Computer Science 460 or Computer Engineering 460). 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 580
Introduction to Neural Networks
Introduction to neural computing, and fuzzy logic. Neural network models including feed forward, multilayered networks, back-propagation, fuzzy associative memories, self-organizing maps and adaptive resonance. Applications. Projects to implement networks designed for specific applications. Prerequisite: Proficiency in C or C++, calculus and matrix methods. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 584
Machine Perception
An introduction to sensing and machine vision. Vision algorithms that are usable in practical applications, sensing mechanisms and various types of sensed data representation, sense date processing and interpretation for different applications. Prerequisite: Computer Science 400, Computer Engineering 312. 3 lecture hours; 3 semester hours

COMPUTER SCIENCE 590
Parallel and Distributed Processing
Models of parallel computation including distributed, multiprocessor, multicomputer. Parallel programming constructs. The mutual
exclusion problem, synchronization and communication methods. Multi-computer topologies and topologies and topological embedding. Classes of parallel algorithms and design approaches. Performance analysis of parallel computation, including detailed and high level. A major project is required. Prerequisite: Computer Science 400.

3 lecture hours, 3 semester hours

COMPUTER SCIENCE 597 A
Master's Project
Lecture hours and topics to be arranged with Department Chair.
1 credit hour

COMPUTER SCIENCE 597 B
Master's Project
Lecture hours and topics to be arranged with Department Chair.
2 credit hours

COMPUTER SCIENCE 597 C
Master's Project (completion)
Lecture hours and topics to be arranged with Department Chair.
1 credit hour

COMPUTER SCIENCE 598
Thesis in Computer Science
Lecture hours, semester hours and topics to be arranged with Department Chair.
3-6 credit hours

COMPUTER SCIENCE 599
Independent Study in Computer Science
Independent study of advanced topics in Computer Science and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair.
3 credit hours

COMPUTER SCIENCE 691
Orientation to Mental Health Counseling
This course will provide an orientation to the program and the counseling profession with a primary focus on the culmination to professional licensure. This includes an overview of the profession, touching on its history, counselor roles, and relationships with other human service providers. The course will discuss the relevant content for comprehensive examinations and the requirements for professional credentialing such as NBCC certification and licensure as a Professional Counselor. Additionally, the course will provide an introduction to the University library along with resources for on-going professional development and self-care. Offered in the fall and spring semesters
1 Semester hour

COMPUTER SCIENCE & ENGINEERING 691
Computer Science and Engineering

COMPUTER SCIENCE & ENGINEERING 692
Special Topics in Computer Science
Course offered to allow special topics courses in the general area of Computer Science that do not fit into any of the available areas of specialization.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE & ENGINEERING 693
Special Topics in Computer Engineering
Course offered to allow special topics courses in the general area of Computer Engineering that do not fit into any of the available areas of specialization.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE & ENGINEERING 694
Written Comprehensive Examinations
Students taking comprehensive examinations are required to register for CSE 694.
0 lecture hours, 0 semester hours

COMPUTER SCIENCE & ENGINEERING 698
Teaching Requirement
Ph.D. students assigned teaching courses to fulfill the teaching practicum of the Ph.D. in Computer Science and Engineering are required to register CSE 698.
0 lecture hours, 3 semester hours

COMPUTER SCIENCE & ENGINEERING 699
Seminar (oral Exam)
Seminar is a zero credit course. It involves attending the regular departmental seminars and presenting one’s work in one of the seminars.
0 lecture hours, 0 semester hours

COMPUTER SCIENCE & ENGINEERING 710
Ph.D. Dissertation
The student is expected to work on the accepted topic and come up with original results. S/he has to report the results in the form of a Ph.D. dissertation. The student is encouraged to document the intermediate results in the form of technical reports. S/he is also encouraged to publish these results as they are discovered, in the international professional literature, i.e., refereed conference proceedings and journals. Proof of good work is the acceptance of the results by reputed journals. Intermediate results can also be discussed in departmental seminars. The completed dissertation must be distributed to the dissertation committee members at least two weeks before the dissertation defense. The committee will read it and certify that the dissertation is a work of substantial merit and that it can be defended. It is the responsibility of the student that the final draft of the dissertation addresses all legitimate concerns of the committee members. Varies from 1-12 semester hours

COMPUTER SCIENCE & ENGINEERING 940
Independent Study
Course taken up by a student with a faculty member on a special topic that may not be broad enough to be offered as a regular course.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE & ENGINEERING 982
Special Topics in Computer Science
Course offered to allow special topics courses

Counseling
COUNSELING 502
Orientation to Mental Health Counseling
This course will provide an orientation to the program and the counseling profession with a primary focus on the culmination to professional licensure. This includes an overview of the profession, touching on its history, counselor roles, and relationships with other human service providers. The course will discuss the relevant content for comprehensive examinations and the requirements for professional credentialing such as NBCC certification and licensure as a Professional Counselor. Additionally, the course will provide an introduction to the University library along with resources for on-going professional development and self-care. Offered in the fall and spring semesters
1 Semester hour

COUNSELING 503
Orientation in Student Affairs
The course provides an overview of Master of Science in Counseling, specifically the College Student Personnel Concentration. The course reviews competencies and expectations of the profession, professional research and writing, as well as the principles of sound practice in Student Affairs. Offered annually
1 semester hour

COUNSELING 505
Helping Relationships
This course provides a definitive view of counseling including the characteristics of the counselor and the elements of the counseling process. Through experiential exercises and videotaped simulated counseling the student will attain skills such as attending, empathic listening, assessing and focusing on important client concerns, structuring the process, and facilitating change. Offered in the fall and spring semesters
3-4 semester hours

COUNSELING 512
Counseling Theories
This course surveys the major theories and perspectives of counseling including the Psychoanalytic, Behavioral, Humanistic-Existential, Cognitive, Constructivist-Post Modern, and Systems approaches along with an integrated, eclectic or confluent perspective. Students gain an understanding of the role of theory, the philosophical basis of the theories, the divergent methods utilized, and the utility of each perspective. Offered in the fall and spring semesters
3 semester hours
Counseling

COUNSELING 515
Clinical Skills Mental Health Counseling
The focus of this course is the skills necessary to work in a psychotherapeutic venue including treatment planning, report writing and diagnosis. The course covers description and diagnosis of the mental disorders as prescribed by the Diagnostic and Statistical Manual. Offered annually
3 semester hours

COUNSELING 520
Introduction to Student Affairs
This course provides an overview of the purpose and functions of student affairs, including the role of the Student Affairs Professional on a college campus. Through the study of theoretical perspectives and empirical data, you learn to describe different elements and types of educational environments and understand their effect on different types of students. Students will understand and apply theories/environment interaction in a collegiate setting. Offered annually
3 semester hours
Equivalent to COUN-681

COUNSELING 527
Student Affairs Administration
This course is an introduction to the administration of higher education institutions in the United States. Course material includes an overview of history, purposes, formal structure, governance, finances, and administrative behavior. Offered annually
3 semester hours
Equivalent to COUN-521

COUNSELING 530
Family Counseling
This course examines the history of family counseling, the stages of family development, philosophical basis and major theoretical approaches to family counseling. Ethical issues and guidelines specific to family counseling in alignment with Ethical Standards of the American Counseling Association and the American Association for Marriage and Family Therapy will be discussed. Offered annually
3 semester hours

COUNSELING 532
History and Systems of Human Services
This course is an overview of human service history and current issues, social policy analysis. Skills related to advocacy and the change agent, and principles of case management. Offered bi-annually
3 semester hours

COUNSELING 535
Principles of Applied Research
This course provides a grounding in the methodology of social science research as it pertains to the human service field. It addresses the following four content areas: 1) The nature of social science research, 2) Critical analysis of social science research, 3) Simple descriptive and inferential statistics, and 4) Action research design. Offered annually
3 semester hours
Equivalent to COUN-500.

COUNSELING 536
Assessment in Student Affairs
This course is designed to provide an introduction to assessment in student affairs and higher learning education. Students will explore a variety of assessment methods and techniques and apply their learning through case studies and/or real world assessment. Students will learn the purpose of, and interact with, University’s Institutional Review Board. Offered annually
3 semester hours

COUNSELING 540
Group Process: Appl/Theory
The course focuses on the dynamics of leadership and various membership roles. Alternative theoretical models of groups will be studied. An experiential group experience is required. Counseling 505 and 508 are prerequisites. COUN 541 is geared specifically to the needs of Human Resource professionals. Offered annually
4 semester hours
Equivalent to COUN-521.

COUNSELING 545
Social and Cultural Foundation
This course examines how social and cultural factors impact on the individual and subsequently how the counselor attends to and addresses the different social forces and cultural differences in the counseling venue. Offered annually
3 semester hours
Equivalent to COUN-516

COUNSELING 552
Human Development: A Lifespan
This course provides a survey of major theories and issues in the field of human development. Topics include the nature of human development; research methods in the field of human development; biological bases for human development; the social, emotional and cognitive changes that occur across the lifespan; and how human development affects, and is affected by, family life, peer relationships, schooling, gender, values, and culture. Offered annually
3 semester hours
Equivalent to COUN-560

COUNSELING 555
Student Development Theory
This course is designed for graduate students in College Student Personnel. Course participants will conceptualize how college students grow and develop during the critical college years, become familiar with the major families of theories for understanding college student development and the concerns of students who are members of campus subculture, and be able to apply developmental theories in practical settings in higher education to assess problems encountered by college students and to design educational interventions. Offered annually
3 semester hours
Equivalent to Coun621

COUNSELING 560
Today’s College Student
This course will examine the diverse demographics of students of American colleges and universities, including international college students and discuss management of this culture. Students will research the literature on how college impacts students who attend as well as current trends and topics in higher education. Offered annually
3 semester hours

COUNSELING 568
The Counselor as Professional
This course serves as an orientation to the helping profession by addressing issues that impact on the provision of services such as ethics, law, certification, and professional role expectations. Completion of this course must precede internship. Offered annually
3 semester hours
Equivalent to COUN-510

COUNSELING 570
Strategies/Techniques of Counseling
Building on basic listening skills this course focuses on developing strategies and interventions that promote therapeutic movement for the client. Techniques of the various theoretical orientations will be presented and practiced. Simulated role plays and videotaped sessions provide active opportunities to develop the skills. This course has significant out of class expectations. Prerequisites include completion of at least 9 credits and Counseling 505 and 512. Offered annually
4 semester hours
Equivalent to COUN-524.
Counseling

COUNSELING 575
Practicum
This course provides students an opportunity for supervised work experiences in a supervised work setting. Students participate in an exploratory field experience in selected community, agency, collegiate, or corporate settings. Departmental permission is required. Specific coursework may also be required depending upon concentration or setting. Offered each semester 2 semester hours

COUNSELING 582
Appraisal Procedures for Counseling
In this course students become familiar with a variety of standardized assessment instruments, learn how to evaluate them, select several tests that are appropriate for use in an area of professional responsibility related to a real or anticipated counseling situation, and interpret test results in a supervised setting. Prerequisites include Counseling 505 & 512. Offered annually 3 semester hours Equivalent to COUN-525.

COUNSELING 585
Trauma & Crisis Intervention
This course serves as an introduction to the counselor of the implications of the psychological trauma. Prevalence and impact will be explored as well as various treatment approaches. Minimum prerequisites: Counseling 505 and Counseling 512. Practicum Level, Post-Graduate or current Employment in the counseling field preferred. Offered annually 3 Semesters hours

COUNSELING 587
Psychopharmacology
This course is designed to give community counselors a working knowledge of current trends in Psychopharmacology for children and adults. The increased use of medications to treat mental health disorders in our society has led to a need for mental health workers to understand the types of medications currently used, the effects of specific treatments, and the overall impact on educational, social & personal development. Offered annually 3 semester hours Equivalent to COUN-561.

COUNSELING 590
Master's Project
This course is designed to assist the student in development of a scholarly masters project, which is the final product required for completion of the Master's Degree in Counseling. Offered each semester 1-3 semester hours

COUNSELING 595
Addictions and Treatment
This course is designed to provide a practical experience for counselors learning to work with alcohol and other drug abusers and other addictions. Covered in the course will be a survey of the various psychoactive drugs and behavioral addictions along with diagnosis and treatment modalities in working with persons with addictions, and those affected by persons with addictions. Prerequisites include Counseling 505, 512 and 540. Offered annually 3 semester hours

COUNSELING 600
Cmhc Internship 1
The goal of the internship is to further develop and refine the skills established during practicum. You are eligible for the internship component of your program after completing the required coursework and approval from faculty. The internship is the heart of the master's degree training program in Counseling at the University of Bridgeport (UB). It provides a venue within which students receive the guidance necessary for development as an entry-level counselor. Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. Fee Assessed Permission of Instructor/Internship Coordinator Required Offered in the fall and spring semesters 1-3 semester hours

COUNSELING 605
Clinical Mental Health Counseling Internship 2
Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. This reflects on the second part of the internship experience and can only be taken after successful completion of Coun600. Offered in the fall and spring semesters 4 semester hours Permission of Instructor/Internship Coordinator Required

COUNSELING 606
College Student Personnel- Internship 2
Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. This reflects on the second part of your internship experience and can only be taken after successful completion of Coun601. Offered in the fall and spring semesters 3 semester hours Permission of Instructor/Internship Coordinator Required

COUNSELING 607
Human Services- Internship 2
Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. This reflects on the second part of your experience and can only be taken after successful completion of Coun602. 3 semester hours Permission of Instructor/Internship Coordinator Required

COUNSELING 610
Career & Lifestyle Development
This course provides an introduction to a lifespan approach to career and lifestyle development. Theories, research, and counseling strategies related to career and lifestyle issues are
Counseling • Dental Hygiene

explored. Labor resources and information, career assessment tools, computer assisted career guidance, life roles, cultural considerations, and placement procedures are reviewed as interrelated factors to the study of career development. Counseling 505 and 512 are prerequisites. Fee Assessed. Offered annually 3 semester hours

COUNSELING 615
Ethical/Legal Issues Higher Ed (3.00 Cr.)
This course is designed to provide entry-level student affairs practitioners a basic understanding of the legal issues prevalent on college campuses. Students will study case law and apply their knowledge through case studies. Offered annually 3 semester hours

COUNSELING 620
Leadership in Contemporary Workforce
This course guides you to understand the leadership principles and practices of employee relations in today’s workplace. The emphasis will be on understanding the interpersonal and leadership skills and practices needed to succeed in today’s workplace, including the importance of workplace ethics, cultural diversity, managing today’s work/life balance issues, and learning about the role communications plays in organizations, including the issues surrounding technology in the workplace. Offered bi-annually 3 semester hours

COUNSELING 622
Group Work Processes and Skills
A laboratory and seminar course in which students become actively involved in working with small groups. Emphasis in the supervised group and seminar sessions will be on the leader’s role as a facilitator of individual growth within the group setting. Prerequisite: Counseling 505 & 512 or departmental permission. Offered bi-annually 3 semester hours

COUNSELING 625
Org & Admin Mental Health Systems
This course provides a comprehensive introduction to human service organizations through the perspective of managerial competencies necessary for success in the human services agencies, including human resources, supervision, managing finances, monitoring and evaluating programs and services, social advocacy and managing change. Prerequisites include Counseling 505, 512, and 540. Offered bi-annually 3 semester hours

COUNSELING 630
CSP CUMULATIVE EXAM
This is the culminating exam for students in the college student personnel concentration. Students will take this exam in their last semester of study. Students must pass the exam in order to graduate. See your advisor to register for the exam.Offered annually 1 semester hours

COUNSELING 682
Cognitive Behavioral Therapy
This course is designed to teach students the basics of how to conduct Cognitive Behavior Therapy (CBT). Lectures will stress theory and case conceptualization. Exercises will address both theory and application. This course provides a more sophisticated, in-depth look at CBT as it pertains to cases. Students will read two texts and case and/biographical material. They will also participate in in-class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations. Offered annually 3 semester hours

Dental Hygiene

DENTAL HYGIENE 500
Leadership in Dental Hygiene
This course focuses on the theories, concepts, and principles of leadership skills related to personal behavior, communication, organizational and leadership styles. This course explores the opportunity to develop leadership roles appropriate to the dental hygiene profession. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 501
Grant and Contract Writing
This course will provide the graduate students with an introduction to the process of grant application, award, post award management, types of grants and contracts, content and language of announcements for funding, and requirements of various funding agencies. The steps to writing a grant proposal for healthcare funding from private, state, and federal funding sources will be covered. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 502
Evidence Based Research
This course is designed to prepare the student to utilize research as the foundation for clinical decision making. The practical application of evidence-based decision making to the clinical management of individual patients is explored. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 503
Clinical and Didactic Educational Concepts
This course will introduce the graduate student to a procedure for developing a competency-based curriculum. The student will learn the steps in developing a lecture, module of instruction, and a course. Cognitive, affective, and psychomotor learning theories are addressed along with clinical teaching methodologies. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 504
Clinical/Laboratory Teaching
This course will provide students with the practical knowledge and skills to function as a competent clinical/laboratory instructor. Psychomotor skill development and analysis, remediation of performance concerns, evaluation, and faculty calibration are areas stressed. 1 lecture hour, 4 laboratory hours, 3 semester credits

DENTAL HYGIENE 505
Didactic Student Teaching
This course will provide students with the practical knowledge and skills to function as a competent didactic instructor. Cognitive skill development and analysis, remediation of performance concerns, evaluation, and faculty calibration are areas stressed. 1 lecture hour, 4 laboratory hours, 3 semester credits

DENTAL HYGIENE 507
Dental Health Services Administration/Management
This course is designed to familiarize the student with the administrative concepts necessary to effectively administer dental health facilities and departments. Emphasis is placed on leadership, decision making and problem solving skills. It examines political, social, and legal systems that affect dental hygiene administration and influence its role. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 508
Curriculum Development and Management
This course provides the student with the study and development of models for dental hygiene curriculum design and implementation. The development and utilization of competencies and the evidence based instruction is emphasized. 3 lecture hours, 3 semester credits

DENTAL HYGIENE 509
Dental Public Health
This course is designed to prepare students for leadership roles in dental public health settings. Administration, grant writing, consumer advocacy, epidemiology, biostatistics, the assessment, planning, implementation, and evaluation stages of programs and alternative
Dental hygiene care is emphasized.

DENTAL HYGIENE 510
Foundations of Healthcare Management
The focus of this course is the healthcare system in the U.S., specifically how its entities work, how they interrelate and how it differs from healthcare systems in other countries with more government controlled systems.

DENTAL HYGIENE 511
Epidemiology
This course will provide the graduate student with the skills necessary to study health states in populations and its applications in basic science, general clinical research, and public health. Students will critique the dental hygiene literature as it applies to the subject of epidemiology.

DENTAL HYGIENE 513
SEMINAR IN PUBLIC HEALTH ISSUES
This course will explore current concepts and challenges facing dental healthcare delivery through the development of collaborations across healthcare disciplines, delivering culturally and linguistically competent healthcare, and evaluating current and proposed dental healthcare workforce models. Initiatives serving the purpose of guiding national health promotion and disease prevention to improve the dental health of the U.S. Population and informing the american public on health matters will be examined.

DENTAL HYGIENE 518
Concentrated Practicum
This course provides the Graduate student with the opportunity to take an active role in the development of a practical experience at a site relevant to their specialized area of concentration. The student identifies a site and mentor to supervise the practicum prior to the start of the course. The practicum faculty advisor works closely with the student throughout the course providing strategies to help the student achieve a successful outcome.
1 lecture hour; 6 laboratory/clinic hours, 3 semester credits

DENTAL HYGIENE 520
Master's Thesis Preparation
Original research in a chosen topic relating to the graduate student's area of specialization will be studied, conducted, written and presented.
1 lecture hour; 8 laboratory/clinic hours, 4 semester credits

DENTAL HYGIENE 521
Master's Thesis Extension
1 credit

**Design Management**

DENTAL HYGIENE 500
Collaborative Design Studio I
Design Management is an inter-disciplinary field that combines various forms of design including graphic design and branding, interior design and architecture, industrial design, and fashion and textile design. Collaborative Design Studio I will begin to equip students with the skills they need to work with cross-functional teams. This is done through client-based design projects that originate from local Fortune 500 and other global organizations. Students will learn communication, team building, and leadership skills as they hone their design talents.
2 semester credits

DENTAL HYGIENE 501
Collaborative Design Studio II
Building on the foundation formed in Collaborative Design Studio I, students will again be grouped in inter-disciplinary teams to complete an innovative, client-based design project. The projects for this course will focus the students' attention on the triple bottom line: profitability, sustainability, and responsibility.
2 semester credits

DENTAL HYGIENE 500
Collaborative Design Studio III
Collaborative Design Studio III will continue to equip students with the skills they need to work with cross-functional teams on real world, client-based assignments. Students will learn communication, team building, and leadership skills as they hone their design talents.
2 semester credits

DENTAL HYGIENE 501
Collaborative Design Studio IV
Collaborative Design Studio IV will continue to equip students with the skills they need to work with cross-functional teams on real world, client-based assignments. Leadership skills will be given extra attention during the second year’s teamwork.
2 semester credits

DENTAL HYGIENE 500
Design Management I
Design Management is a multifaceted, organic discipline whose exact definition can differ between organizations and Design Managers. In Design Management I, students will explore various definitions of Design Management with the goal of defining their own course of study. By reading and writing about relevant case studies, students will examine a wide variety of applications of design management. Students will be required to present their description of design management by the end of the term.
3 semester credits

DENTAL HYGIENE 501
Design Management II
As the student's concept of design management deepens, they will begin to explore the implications that design management has on an organization. Design Management II will describe the six core principles of the program: Marketing, Leadership, Finance, Legal, Operations, and Strategy, as well as the triple bottom line: Profitability, Responsibility, and Sustainability. Students will learn the ripple effect their design decisions have on an organization as they broaden their understanding of the filed of design management.
3 semester credits

DENTAL HYGIENE 514
Design Management III
Design Management III
Students will continue to further their understanding of design management. Through relevant case studies, text readings, and lectures, students will develop a plan for the application of design management principles within their organization. The final project for this class includes an action plan for an organization where design management principles will make a meaningful impact on their triple bottom line.
3 semester credits

DENTAL HYGIENE 514
Design Management/Thesis IV
Design Management/Thesis IV
Design Management/Thesis IV requires students to develop an idea that embraces and explores a particular aspect of design management. Students will work independently on a paper that broadens the design management field. This unique challenge demands that the students demonstrate an understanding of the six core principles of the program: Marketing, Leadership, Finance, Legal, Operations, and Strategy, while injecting their own interpretation of design management based on their experience, talent, and culture.
3 semester credits

DENTAL HYGIENE 598
Internship/Co-op
Fairfield County and the surrounding tri-state area are rich in organizations in need of qualified design management interns. Through strategic partnerships and student initiative, internships will be established to give students first-hand experience as a design manager. Students will report on their experience and that report, coupled with his or her manager's evaluation, will form the basis for determining the student's grade. Internships are taken by domestic students; Co-ops are taken by inter-
Design Management • East Asian and Pacific Rim Studies

national students.
1-3 semester credit. 1 credit, repeatable for two semesters. A third semester is permitted with approval of the program chair. Maximum DSNMG 598 credits is 3

DESIGN MANAGEMENT 599
Special Projects
Special projects and independent study give students the opportunity to explore specifics of design management as they relate to their own area of expertise. Students will be encouraged to seek out opportunities to gain practical experience in the design and design management fields. This course should include field, library, and institutional research on a specific aspect of design management. Student evaluation will be based on a report submitted by the student.
2 semester credits

MARKETING 400
Marketing
This course explores the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual, organizational, and societal objectives. The underpinnings of marketing discipline will be taught through text, case studies, articles, and class discussion. Mastery of these principles will come through individual and group assignments to create marketing solutions for real-world products.
3 semester credits

MANAGEMENT 400
Leadership & Management
This course will introduce students to the primary tenets of leadership and management. Successful organizations foster innovation and efficiency. Students will evaluate the dynamics related to realizing organizational progress through the effective and efficient use of talent, structure, culture, methods, and technology. In addition to the required textbooks, students will research industry journals as a way to evaluate the application of leadership and management techniques in real settings across various industries.
3 semester credits

ACCOUNTING 400
Financial Accounting
This course will provide managers with the skills necessary to read, interpret, and apply information about an organization’s financial position. Managerial accounting and finance concepts will precede financial statement analysis. Topics covered include: how accounting data is generated in business operations, how financial statements are created, management of finance to maximize return on investment, and stakeholder equity. Students will participate in case work applying the principles presented in class.
3 semester credits

BUSINESS LAW 400
Legal Environment of Business & Ethics
This course focuses on how the legal environment of business impacts business decisions with broad ethical, international, and critical thinking examples throughout. Knowledge of the legal aspects of running a business will enable the student to conduct business within the legal framework and understand the ethical dimension of business decisions. Topics include: Introduction to Business Ethics and the Judicial and Legislative Process; Litigation, Alternative Dispute Resolution, and the Administrative Process; Business Crimes, Torts, and Contracts; The Constitution and Government Regulation of Business; Business Organizations; Employment and Labor Laws; Consumer Protection and Environmental Regulation; and International Law and Ethical Conflicts.
3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 400
Information Systems & Technology
Information technology has become a key component for accomplishing strategic and operational goals in organizations today. As such, organizations expect their new employees to have a basic understanding of information technologies. To accomplish organizational goals and advance one’s career path, one needs to understand and apply information technologies effectively, efficiently, and creatively. The purpose of this course is to provide an introduction to information systems and technology and to familiarize students with the fundamental concepts and principles of information systems. The course is targeted for graduate students who have little or no background in information systems. Therefore, it focuses on breadth of coverage rather than depth in any specific area.
3 semester credits

MANAGEMENT 582
Small Business & Entrepreneurship
A comprehensive review of the marketing, operational, financial, product, service, and business strategy and plans that must be mastered and developed as foundation for start-up of a small business or entrepreneurial enterprise. In addition, growth of existing business through intrapreneurship is also covered. Students will develop a comprehensive business plan for a business of their choice which is acceptable to the professor.
3 semester credits

DESIGN MANAGEMENT 580
New Product Commercialization
The objectives of this course are to understand and apply concepts and techniques of product commercialization. The course focuses on taking student-created product concepts and having student teams drive the concepts to become actual products. Product design, prototype creation, market analysis, and financial analysis all come together with the student team to create a viable product. If ideas are worthy, teams may work with the University’s CTech IncUBator to actually commercialize their products. Students are strongly encouraged to find a sponsor to actually commercialize their product ideas.
3 semester credits

East Asian and Pacific Rim Studies

GLOP/EAST ASIAN AND PACIFIC RIM STUDIES 401/501
Graduate Seminar in Research Methods
This is an introductory course in qualitative and quantitative research methods. It is designed to introduce you to basic concepts and issues (statistical, analytical, and ethical) encountered in research investigation. We will discuss what research is, the tools of research, research design, and writing the research report. Included will be an introduction to a diversity of research methods, including survey, historical research, experimental methods, content analysis, and so forth. An overview of statistical means of data interpretation also will be presented, including correlation, t-tests, ANOVA, Chi-Square Test, Sign Test, regression analysis, and so forth.
3 semester hours

EAST ASIAN AND PACIFIC RIM STUDIES 500
Graduate Co-op/Internship in East Asian and Pacific Rim Studies
Students may complete a curricular practical training that reflects the competencies that the students has developed in the East Asian and Pacific Rim Studies program. Students need to have their supervisor in the training certify satisfactory task performance and students must submit a written evaluation of their experience.
1-3 semester hours

GLOP/EAST ASIAN AND PACIFIC RIM STUDIES 511
Issues in Economic Development
This course explores current issues in economic development including poverty and poverty alleviation, strategies to overcome poverty and underdevelopment including microfinance, the roles of multilateral financial institutions, glo-
balization, and the Washington Consensus. The course will also explore the roles of regional arrangements and development institutions in attempts to overcome underdevelopment. The theoretical underpinning of the course lies in the many schools of thought that have produced explanations of the causes and consequences of development and underdevelopment. The course attempts to plot strategies to achieve goals of economic development.

**3 semester hours**

**GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 522**

**Conflict Analysis and Resolution**

This course examines theories about and sources of conflict (resource allocation and shortage; ideological, religious, and cultural disagreement; power distribution; perceptions of security; etc) to set the stage for conflict analysis and negotiation. In conflict analysis, the impact of cultural-linguistic systems on agreements and disagreements is examined. Culturally sensitive strategies of negotiation, conflict resolution, and mediation also are examined and practiced.

**3 semester hours**

**EAST ASIAN AND PACIFIC RIM STUDIES 530**

**Pacific Rim Culture and Development**

Outcomes 1 (B) and 2 (I)

This course introduces students to the challenges of socioeconomic and political development in the Pacific Rim with its sharply differing approaches to development, due to factors such as traditions which have existed in some cases for millennia and are also influenced sharply by histories of Eastern and Western colonialism and cross-cultural differences. The course introduces students to the modern models of developments which have been employed by the United States, Australia, China, Singapore, Chile, Japan, Taiwan, and Korea and will consider the lessons learned from these processes. The course will also explore the major religious and cultural trends as well as some of the historical developments that have contributed to recent East Asian economic successes.

**3 semester hours**

**EAST ASIAN AND PACIFIC RIM STUDIES 542**

**Challenges in Asia Pacific Political and Economic Integration**

The course will consider the unique challenges that have slowed efforts to create an East Asian and eventually an Asia Pacific Economic Community. Students will dedicate special attention to the creation and development of the Asia Pacific Economic Cooperation and to the issue of political and economic hegemony and the ongoing disputes related to territorial disputes and interpretations of history. Students will also be introduced to the legal instruments and treaties that facilitated European integration as a possible measure or eventual standard of successful integration.

**3 semester hours**

**EAST ASIAN AND PACIFIC RIM STUDIES 525**

**Models of Good Governance in the Asia-Pacific**

This course examines the philosophical and the political underpinnings of good governance of the Asia-Pacific region. This course will take into account the two major reference points for political philosophy in the region - Western Political Philosophy and East Asian political philosophy with special attention being given to Confucianism. Students will also consider the role of Islam and its political implications with particular attention being paid to Indonesia, Malaysia and the Moros regions of the Philippines. The course will also note the unique process of transition from authoritarian to democratic rule in Japan, Korea, Taiwan, and in the Peoples Republic of China.

**3 semester hours**

**EAST ASIAN AND PACIFIC RIM STUDIES 563**

**Business and Diplomacy—East Asia vs. the West**

This course will consider the differing approaches to business and diplomacy of East Asia and the West. It will consider the ways in which the two approaches differ from each other, considering elements such as “face,” direct versus indirect approaches, and the primacy of relationship versus the primacy of legal contracts. The course will be conducted based on a series of case studies and simulations where students will be asked to plan and participate in intercultural negotiations and planning.

**3 Semester Hours**

**GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 536**

**Political Communication and Governance**

This course focuses on the relationship between media and politics and media and governance. It will also examine the issues of freedom of speech and freedom of the press, media as mouthpiece or watchdog. The course will also study how media are used in governance, how public opinion is formed, shaped, and influenced, and how political and public agenda are set.

**3 semester hours**

**GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 543**

**Communication and National Development**

The focus of this course is on communication and national development and nation-building. Students will learn how media, communication, and information can be used to improve economic, political, and cultural conditions of people around the world. In particular, the course will look into the functions of media communication and social marketing demonstrate in reducing poverty, combating hunger, improving literacy, promoting public health care, fighting corruption, and protecting the environment among others.

**3 semester hours**

**GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 581**

**Advanced Diplomacy**

This course will build upon the skills and competencies that the student has acquired in foundational courses in the Global Development and Peace program including GLDP 522 International Conflict Negotiation as well as other foundational courses in the GLDP program in order to allow students to develop enhanced understanding and competency in the areas of diplomacy and negotiation. The course will explore the components of diplomacy, with a special focus on negotiation. It will also include settlement on issues to be negotiated, organization of negotiation agendas, the role of spokespersons, problem solving, public diplomacy, and the roles of Track I, Track One and a Half, Track II and Track III diplomacy in addressing issues.

**3 semester hours**

**GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 598**

**Tutorial**

The tutorial is offered at the completion of the internship of students in the Master of Arts in Global Development and Peace. The Tutorial is designed to allow students to reflect on and present on the internship experience. The tutorial invites students to reflect on the internship experience based on the student’s experiences prior to and during the tutorial as well as a broader reflection on the mission of and lessons learned from the organization where the student has interned. The tutorial also prepares students for the program’s comprehen-
sive exam that includes both an oral and a written component. As a part of the tutorial students also assemble a portfolio of all of the significant work that they have completed during the program and a written reflection on that work. Much of the work of the tutorial is done independently of the classroom experience. Students are welcome to meet with the instructor as they progress in preparations and they are strongly encouraged to do so. (Prerequisites: Student must have completed 24 credits in the program including the internship). 3 semester hours

EAST ASIAN AND PACIFIC RIM STUDIES 599
Thesis
The thesis represents the culmination of the MA in East Asian and Pacific Rim Studies demonstrates competency in the major as well as the track in which the student has chosen to specialize. The Thesis requires identifying a theme or topic selected by the student in consultation with the thesis adviser and this is followed by detailed research on the topic and the analysis of findings in the form of substantial written work. This is normally done within the confines of the student's final semester of study in the program. 3 semester hours

Economics

ECONOMICS 400
Economics
This is a course for managers in both micro and macro economics. Topics addressed will include the prevailing patterns of economic institutions, national income analysis, international trade, prices and production; economic development, market structure and consumer decision analysis, competition, monopoly and monetary policy issues. Prerequisites: Admission to graduate study. 3 semester credits

ECONOMICS 500
Economics & Finance
This course is a graduate introduction to the study of economics and finance, two interrelated and integral fields in the study of business. This course develops the foundation in understanding how the real economy works, and how finance connects the real economy to the monetary system via the financial system. The course starts by discussing how the market system works, including basic macroeconomic concepts relevant to the study of finance. Subsequently, the course delves into how capital budgeting decisions made by firms are essential to achieve macroeconomic goals. Topics include financial statements, time value of money, the financial markets, and how firms make capital budgeting decisions. In additional to textbook readings, students will use current events to complete. 3 semester credits

Education

Note: Teacher Leadership courses are designated with the prefix of EDMM. Specific titles are listed with the programs of study in the chapter for graduate studies in the School of Education. Consult the division faculty for detailed course descriptions.

EDUCATION 348 C, M
Directed Observation and Supervised Teaching in the Elementary or Middle School
This is a full-time field experience in a selected elementary or middle school. This meets requirements of Connecticut’s TEAM program. Department permission is required. 6 semester hours

EDUCATION 392
Directed Observation and Supervised Teaching in Secondary Schools
This is a field experience in selected secondary schools. This meets requirements of Connecticut’s TEAM program. Departmental permission is required. Department permission is required. 6 semester hours

EDUCATION 440
Methods and Materials in Teaching Language Arts
This course focuses on the teaching and learning of the English language arts with an emphasis on instructional planning and assessment using current state and national standards. ED 440C concentrates on the language arts processes and practices implemented in the elementary-level curriculum, grades K-6. 2 semester hours

ED 440M concentrates on the language arts processes and practices for middle school settings, grades 4-8, with an emphasis on interdisciplinary connections. 3 semester hours

ED 440J concentrates on the issues and pedagogy of teaching the English language arts and literature in secondary-level settings, grades 7-12. 3 semester hours

EDUCATION 441
Methods and Materials in Teaching Mathematics
This course deals with methods of teaching mathematics. Materials are examined for their use in diagnosis, remediation and enrichment, as well as emphasizing planning and instruction using current state and national standards. ED 441C concentrates on the scope and sequence, as well as appropriate activities, for the elementary level.

ED 441M concentrates on the appropriate practices for middle school, grades 4-8, with an emphasis upon interdisciplinary connections. ED 441J concentrates on the content and methodology of mathematics for secondary students.

ED 441C — 2 semester hours
ED 442M, J — 3 semester hours

EDUCATION 442
Methods and Materials in Teaching Social Studies
This course assists students in developing competencies in unit planning, instructional strategies, and the utilization of diverse materials and technology for teaching the social studies. Students design courses of study that integrate state and national standards; contemporary thinking about the teaching of social studies is stressed.

ED 442C concentrates on the activities, planning, and materials for social studies in elementary classrooms.

ED 442M concentrates on the content, practices, and planning appropriate for the middle level, grades 4-8. Interdisciplinary possibilities are examined.

ED 442J concentrates upon appropriate content, planning, and practices for 7-12 classrooms.

ED 442C — 2 semester hours
ED 442M, J — 3 semester hours

EDUCATION 443
Methods and Materials in Teaching Science
This course introduces teaching approaches, instructional materials, and contemporary thinking about science education, as well as emphasizing planning and instruction using current state and national standards.

ED 443C concentrates upon the practices and materials of effective science for elementary level.

ED 443M concentrates upon the appropriate content and practices for the middle grades, 4-8. Interdisciplinary possibilities are examined.

ED 443J concentrates upon the appropriate content and practices for the secondary sci-
EDUCATION 500
Field Experience
This course is a structured observation in a private or public school. The goals of the course are to facilitate the candidate's awareness of self, of school pupils, and of prospective teachers. The course is an elective for other majors. The number of semester hours taken should be determined with the student's advisor. Two semesters of field experience are required a total of (6 credit hours); 3 credit hours each semester.
1-6 semester hours

EDUCATION 505
Intercultural Relations: Teaching and Learning in Multicultural Environments
This course presents an overview of theories about educational, social, and cultural problems of minority culture students, about teacher perceptions and expectations, about parental involvement. The course also critically analyzes policies and practices of multicultural and bilingual education. The thrust of the course is to develop appropriate and non-biased methods of teaching all children.
3 semester hours

EDUCATION 509
Psychological Foundations in Education
This is concerned with the work of educators in general and teachers in particular. Topics include student characteristics (personality, growth, and development, adjustment, etc.) motivation, learning, measurement and evaluation, objectives, and teaching methods.
3 semester hours

EDUCATION 511
Statutory Requirements
This course addresses the topics required for Connecticut licensure in teaching, including topics in health and intergroup relations.
1 semester hour

EDUCATION 515
Clinical Experience—Internship Program
In the first semester interns will work under supervision in a learning environment, providing a variety of paraprofessional services to the schools. In the second semester the internship is designed to provide (1) a more in-depth perspective of teaching and learning through the development of a portfolio and (2) an opportunity to reflect on and document the impact of the internship experience.
6 semester hours

EDUCATION 536
Adolescent Literature
This surveys books and periodicals emphasizing criteria for selection and evaluation, procedures for establishing a program of literature in the schools, and opportunities to explore the interpretation of literature in the classroom through drama, storytelling, book reporting, and choral speaking. Education 536C is focused on children’s literature. Education 536J concentrates on adolescent literature. Education 536M concentrates on a pre-adolescent literature.
3 semester hours

EDUCATION 540
American Culture and Education
This course addresses cultural issues related to education. Topics include multicultural issues in America and the interpretation of demography in relation to schooling. The search for national identity and educational alternatives are explored.
3 semester hours

EDUCATION 541
Classroom Management in Teaching English as an Additional Language
This course focuses on classroom management as an effective tool for a positive learning environment. Planning, implementing, and maintaining management procedures are discussed.
2 semester hours

EDUCATION 542
Theory and Methods of Teaching English as an Additional Language
This course addresses the foundations of second language learning theory, research, and discourse in educational settings. It also focuses on strategies for teaching dual language instruction with emphasis on a culturally responsive environment and on legal issues as they apply to schooling for English language learners.
3 semester hours

EDUCATION 543
Middle Grades Interdisciplinary Teaching and Teams
This course focuses on the developmental levels of the middle school student, appropriate instructional climates for middle grade classrooms, and interdisciplinary planning across subjects in English, History/Social Studies, Math, and Science.
3 semester hours

EDUCATION 546
Second Language Acquisition
This course provides an overview of the major theories of first and second language acquisition. It applies these theories to classroom pedagogy and examines the influences of parents, siblings, and peers, as well as aspects of formal and informal education. It also examines the influence of region, culture, class, and gender on language acquisition; legal and ethical issues relative to language competency are addressed.
3 semester hours
Education

EDUCATION 545
English Language and Literature for Teachers
The purpose of this course is to give prospective teachers of English as an additional Language (ESL) a rich knowledge of literature with potential classroom applications for multilingual settings. Selection and analysis of language processes and literature for elementary and secondary-level classrooms are included. 3 semester hours

EDUCATION 546
Linguistics for Teachers
This course acquaints teachers with the major analytical frameworks in linguistics. It surveys the discipline of linguistics, the study of human languages, contrastive features, and language systems. 3 semester hours

EDUCATION 558
Evaluation of Instructional Outcomes
This course gives students an orientation to the topics, issues, and concepts in the field of educational testing and measurement. Topics include methods for evaluating instructional programs, types of instruments for collecting data, and a variety of standardized, criterion-referenced, and performance-based assessments. The construction of teacher-made tests and the interpretation of different types of test scores are included. 3 semester hours

EDUCATION 560M
Human Growth and Development, Middle
This course provides an opportunity for the study of the subject matter of human development, with a concentration upon the uniqueness of the adolescent period. Theoretical models and methods of researching human growth and development including cognition, physical, social, emotional and moral development will be studied. Genetic and environmental influences of human development will be discussed. Implications for classroom instruction in the middle grades will be explored. 3 semester hours

EDUCATION 564
Education of the Exceptional Student
The focus of this course is placed upon the instructional methods and materials for exceptional students. General management techniques and administrative procedures are considered in light of the student's special needs in order to identify and work effectively with the major categories of exceptionality, including the learning disabled, the handicapped, and the gifted, etc. Requirements of the 94-142 law are examined. 3 semester hours

EDUCATION 565
Contemporary Problems in Education I
This is a study of foundations, issues and contemporary trends in education with their application to teaching in the schools. An effort will be made to encourage teachers to develop an understanding of their own philosophy of education and how it affects their teaching. 3 semester hours

EDUCATION 566
Contemporary Problems in Education II
This independent study fulfills the Final Degree Option for the Master's degree. Students pursue an individually planned project under advisement of a faculty member. Extensive reading supports the project. May be taken as an extension of ED 500 or ED 565. 3-6 semester hours

EDUCATION 571
Diagnosis and Intervention of Reading and Language Arts Difficulties
This course examines the range of problems that cause students difficulties in literacy processes. It examines assessment instruments and strategies for intervention and instruction in Reading and Language Arts. 3 semester hours

EDUCATION 572
Advanced Diagnosis of Reading and Language Arts Difficulties
This course is for students interested in working with learners experiencing profound difficulty in reading, writing, and other literacy processes. Students learn strategies for assessing students referred for specific literacy instruction. Both individual and group diagnostic assessments are used. Students learn how to interpret testing results and make recommendations for improvement. Prerequisite: EDUC 571 2 semester hours

EDUCATION 573
Early Literacy Instruction
This course concentrates on the theories, instructional applications, and materials for the teaching, learning, and assessment of literacy processes in early childhood and up to grade 2. Topics include emergent literacy, phonological awareness, and phonemic knowledge and instruction. 2 semester hour

EDUCATION 574
Developmental Reading in the Elementary School
This course focuses on the theories, instructional applications, and materials for the teaching, learning, and assessment of literacy processes in elementary classrooms. Topics include strategies in word recognition, vocabulary development, and comprehension. The developmental needs of beginning readers are emphasized. 3 semester hours

EDUCATION 575
Reading and Writing in the Content Areas
This course focuses on the teaching and learning of comprehension and composing processes and strategies for content area disciplines. Critical reading and study strategies for expository text materials are emphasized. 3 semester hours

EDUCATION 575J
Diagnosis and Intervention of Reading and Writing in Middle Grade Classrooms
This course focuses on the theories, instructional applications, and materials for the teaching, learning, and assessment of reading and related literacy processes in middle grade (4-8) classrooms. 3 semester hours

EDUCATION 576
Developmental Reading in Middle Grade Classrooms
This course concentrates on the theories, instructional applications, and materials for the teaching, learning, and assessment of reading and related literacy processes in middle grade (4-8) classrooms. 3 semester hours

EDUCATION 580C
Special Problems in Elementary Education
This is intended for students interested in independent study or research of a selected topic or problem in consultation with a faculty member. By arrangement. Faculty permission required. 1-6 semester hours

EDUCATION 580J
Special Problems in Secondary Education
This is intended for students interested in independent study or research of a selected topic or problem in consultation with a faculty member. By arrangement. Faculty permission required. 1-6 semester hours

EDUCATION 580L
Special Problems in Behavioral Science Research and Computer Applications
This course is designed to enhance the efficiency and scope of one's research through the development of specific competencies needed for computer processing. Students will be exposed to computer-assisted instruction (C.A.I.) and computer managed instruction (C.M.I.), and will develop projects that focus on computer applications. By arrangement.
Lab fee required.  
1-6 semester hours  
EDUCATION 590  
Computer Literacy  
This is designed to provide the student with hands-on experience in the use and application of technology. The student will have the opportunity to evaluate existing computer work and its application as well as the writing of elementary programs in Logo and Basic. Lab fee required.  
1-3 semester hours  
EDUCATION 591  
Software Evaluation  
This is designed to have students develop software evaluation criteria for the purpose of evaluating published computer programs. The student will have an opportunity to review educational programs.  
1-3 semester hours  
EDUCATION 592  
Technology Literacy for Educators  
This course is an introduction to exposing students to a variety of technologies used by and with persons with exceptionalities. Students will gain hands-on skills in designing technology-based instructional materials for students. A focus on Universal Design for Learning is a the core of this course with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of students needs.  
3 semester hours  
EDUCATION 595  
Thesis Research — Masters Level  
This is a culminating experience option at the Master's level for Education students.  
2-6 semester hours  

**Educational Leadership**  

EDUCATIONAL LEADERSHIP 601  
Introduction to Education Leadership  
This is an investigation of concepts, research findings, and practices focusing on the development and change of educational organizations in relation to relevant goals and objectives. Emphasis is placed on such areas as leadership theory and behavior, organizational climate, human relations and communications within the organization, and change strategies. Theoretical concepts of leadership are integrated along with practical applications.  
3 semester hours  
EDUCATIONAL LEADERSHIP 611A  
Organization, Administration, and Supervision of Reading and Language Arts Programs  
This course focuses on the role of the Reading and Language Arts Programs Organization, Administration, and Supervision of Education Leadership 611A specifically focuses on reading and language arts programs and personnel.  
1 semester hour  
EDUCATION AL LEADERSHIP 613  
Contemporary Issues in Education Leadership  
This course will focus upon contemporary society and changing policy issues that confront managers and leaders of educational thought throughout the 21st Century. Seminal issues such as the impact of political forces upon federal, state, and local educational policies will be considered. Labor relations will be analyzed. Empowerment of teachers will be examined.  
3 semester hours  
EDUCATION AL LEADERSHIP 614  
Leadership & Management of School Facilities  
The course is designed to provide the prospective school leader with a comprehensive understanding of the various issues associated with managing and planning for school facilities that enhance teaching and learning.  
3 semester hours  
EDUCATIONAL LEADERSHIP 615  
Research & Data Informed Supervision  
This course is designed to increase students' knowledge, understanding, and competencies required for reading and conducting educational research. The course achieves this by reviewing key concepts related to the research problem, research hypothesis, sampling, data collection techniques, data analysis, and research designs.  
EDUCATIONAL LEADERSHIP 618  
Public School Finance  
This is a study of educational fiscal control including: budget preparation and presentation, accounting procedures, tax structures, analyses of costs, comparative data and auditing. Includes federal, state and local phases of support of educational systems. Special emphasis is given to New York and Connecticut fiscal patterns.  
3 semester hours  
EDUCATIONAL LEADERSHIP 619  
Public School Law  
This is a study of the legal basis for public education in the United States; a study of state and federal statutes providing for education. An examination is made of statutes, court decisions, and policies and practices arising out of these factors. The legal status of boards, teachers, administrators, pupils and parents is examined with special emphasis on New York and Connecticut.  
3 semester hours  
EDUCATIONAL LEADERSHIP 621  
Evaluation of School Effectiveness  
This course examines the various ways to evaluate the effectiveness of a school's performance: student achievement, faculty performance, faculty morale, provision for diverse student needs and development of student emotional growth. The course examines how data can and should affect instructional issues.  
3 semester hours  
EDUCATIONAL LEADERSHIP 651  
Curriculum Development and Implementation  
This is a study and development of models for curriculum design and implementation at all levels of schooling. Emphasis is placed on current research and practice relevant to curriculum design and the planning and monitoring of curriculum plans in educational settings. Such topics as: curriculum assumptions, goals and objectives, knowledge and content, curriculum evaluation, implementation and staff development strategies are examined.  
3 semester hours  
EDUCATIONAL LEADERSHIP 652  
Supervision: The Evaluation and Professional Development of Educators  
This is a study of concepts and strategies focusing on the evaluation of teachers and other educators for purposes of performance improvement and quality assurance. Emphasis will be placed on research findings, current practices, and the achievement of competency related to classroom observation and evaluation, the planning and implementation of professional development, and the creation of organizational climate and human relationships conducive to effective evaluation and professional growth of educators.  
3 semester hours  
EDUCATIONAL LEADERSHIP 664  
Supervision of Programs & Services for Students with Exceptionalities  
This course is designed to prepare school ad-
ministrators with the skills to supervise and implement appropriate services for students in need of response to intervention services and/or programs for students identified as in need of special education services. An emphasis is on service delivery models, due process procedures and supervision of specialists responsible for providing services to identified students.

3 semester hours

EDUCATIONAL LEADERSHIP 680A
Urban Leadership
This course is designed to introduce current research, challenges and successful practices of leading schools in urban settings.

3 semester hours

EDUCATIONAL LEADERSHIP 681A
Internship in Educational Management
A cooperatively guided administrative experience in a school system. Pre-requisite: Completion of major portion of the requirements for the Sixth Year Professional Diploma and permission of major advisor.

3 semester hours

EDUCATIONAL LEADERSHIP 682A
Special Topics in the Management of Educational Institutions
Special department offerings including workshops, conferences, institutes focusing on new developments in the field.

1-6 semester hours

EDUCATIONAL LEADERSHIP 683
Internship for the Reading and Language Arts Consultant
This course is a cooperatively guided administrative experience in the area of literacy education for those desiring to be certified as Reading and Language Arts Consultants. The internship includes a series of practicum experiences in a variety of school settings and includes research in the area of literacy education. Students gain practical field based experience through a range of tasks and situations characteristic of the position of the Reading and Language Arts Consultant in school settings.

6 semester hours

EDUCATIONAL LEADERSHIP 801A
Educational Program Development
Emerging trends, concepts and practices in the planning, design, and implementation of education programs intended to meet the individual and group needs of learners in a changing society are reinvestigated. Emphasis is placed on the roles and responsibilities of leaders in such processes as school/community educational goal setting, needs analysis, systematic program design, supervision and staff development. Students will focus on the application of new knowledge to the investigation and solution of program development in the field.

6 semester hours

EDUCATIONAL LEADERSHIP 801B
CURRICULA THEORY AND PROGRAM DEVELOPMENT
This course provides an introduction to conceptions of curriculum and their effects on pedagogy from a historical perspective, with particular emphasis on discerning and interpreting how social, cultural, and political circumstances that shape educational practices. The course includes several projects focusing on the application of curriculum design principles and related instructional systems development. Emphasis is placed upon a historical overview of curricula theory and the current research and practice relevant to curriculum design, planning and monitoring in educational settings. Topics to be examined include the following: curriculum assumptions, understanding by design, concept-based curriculum and instruction, Curriculum for the 21st Century, alignment with the Common Core Instructional Standards, goals and objectives, knowledge and content standards, needs assessment and curriculum evaluation, the curriculum cycle, curriculum implementation strategies, and professional development strategies.

6 semester hours

EDUCATIONAL LEADERSHIP 804A
Confronting Educational Leaders
Legal questions relating to personnel, students, community, religion, finance, school property, teacher organizations, equality of opportunity and other legal and political issues with which the educational leader must be familiar in order to be effective in decision-making and organizational development are investigated. Emphasis is placed on “landmark” judicial decisions, recent statutory developments, constitutional background. Students will read, analyze, and interpret significant Supreme Court decisions regarding educational matters as well as pertinent lower federal and state court decisions. The principal of “non judicial” remedies will be explored and the appeals process will be examined in detail.

6 semester hours

EDUCATIONAL LEADERSHIP 804B
Constitutional Law
Legal questions relating to personnel, students, community, religion, finance, school property, teacher organizations, equality of opportunity and other legal and political issues with which the educational leader must be familiar in order to be effective in decision-making and organizational development are investigated. Emphasis is placed on “landmark” judicial decisions, recent statutory developments, constitutional background. Students will read, analyze, and interpret significant Supreme Court decisions regarding educational matters as well as pertinent lower federal and state court decisions. The principal of “non judicial” remedies will be explored and the appeals process will be examined in detail.

6 semester hours

EDUCATIONAL LEADERSHIP 806 A & B
Quantitative Analysis and Evaluation Strategies
This course considers current techniques for designing, implementing and analyzing projects in education and typical models for facilitating decision-making. The elements of personnel and program assessment within the contemporary educational system are included. Strategies focusing upon experiential learning and community contact are featured, and the student will be exposed to collection and analysis of real data and related computer simulation activities. Statistical and evaluative investigations are emphasized which are both fundamental and sufficiently sophisticated for advanced decision-making and leadership. This course is required.

6 semester hours

EDUCATIONAL LEADERSHIP 807A
Management of Educational Institutions (K-12)
Participants in this course will investigate the planning and finance functions relative to the management of educational institutions. The planning component, the relationship between planning and institutional decision-making, and problems of implementing planning activities in educational contexts are considered. Finance is addressed through the treatment of budget preparation and presentation, accounting procedures, tax structures, and the role of local, state, and federal governments in support of educational system.

6 semester hours
EDUCATIONAL LEADERSHIP 807B
Leadership Theories and Organization Management
This course investigates concepts, research findings, and practices focusing on the development and change of educational organizations in relation to relevant goals and objectives. Students investigate planning, financing, and management of their own educational institution including budgets, accounting procedures, tax structures, and the role of local, state, and federal government. Emphasis is placed on leadership theories, organizational climate, human relations, and communication within organizations. The course covers a historical overview of organization and leadership theories and the culminating project is defining and defending a philosophy of leadership. 6 semester hours

EDUCATIONAL LEADERSHIP 808A
Human Relations, Communication, and Decision Making
This course will provide educational leaders with the necessary skills and knowledge to maximize the human resources within an institution. It will develop in participant’s increased personal awareness, greater sensitivity to others, effective communications and appropriate strategies for change and decision making. 6 semester hours

EDUCATIONAL LEADERSHIP 808B
Program Evaluation and Human Relations
The structure of this seminar is three-fold. The impetuses, purposes, issues, and controversies surrounding human relations, assessment, and program evaluation with emphasis on organization development, teaching, and learning. Program evaluation techniques including multiple means of assessment will be discussed and considered. Concepts such as reliability, validity, credibility, and authenticity will be explored as well as summative and formative data collection and analysis strategies. The program evaluation approach will be applied to authentic experiences and scenarios that focus on assessing and evaluating institutions, programs, teaching, and learning. Research-based factors that are associated with effective schools and how to use various sources of data to evaluate and assess educational organizations and programs is also emphasized. The process of strategic planning as a vehicle to improve school effectiveness, the Connecticut Standards for School Leaders, and Common Core Standards all provide a framework for understanding the role and responsibilities of school leaders for school improvement. 6 semester hours

EDUCATIONAL LEADERSHIP 811
Intro to Research
Introduction to Research is an overview course in research methodology and evaluation techniques relevant to the conduct of qualitative, quantitative, action, and mixed methods studies of leadership, curriculum, teaching, and learning. Fundamentals of qualitative, quantitative, action and mixed methods research will be introduced from five prominent dimensions: leadership, curricula, program evaluation, teaching, and assessment. 3 semester hours

EDUCATIONAL LEADERSHIP 810
Computer Application in Educational Leadership
This course covers creation of learning objects, including text, raster/vector graphics, animation, slideshows, conferencing components, and video for instructional Web. Use of digital image capture equipment, including digital cameras, camcorders, and scanners. Also covers basic HTML, PDF and OCR. Final project will be integration of elements into an instructional Web. 6 semester hours

EDUCATIONAL LEADERSHIP 812
Quantitative Research
One of the greatest challenges faced by school leaders is harnessing the power of data to drive school improvement. To this end, in the present climate of rapidly emerging research findings and data-driven decision-making, today’s leaders must be able to perform, analyze, and critically interpret statistics. Hence, this course is designed to prepare doctoral students to perform dissertation research by giving them fundamental understanding of the quantitative research methodology. Overall, this course will provide students with: (a) the fundamental of descriptive and inferential statistics necessary to manipulate quantitative information, (b) the necessary frameworks to describe, interpret, and critique the components of various quantitative research studies in education, and (c) the conceptual understanding of the experimental and non-experimental research methodologies. 3 semester hours

EDUCATIONAL LEADERSHIP 813
Literature Review
Literature review is designed to be taken in the summer of the first year after students have taken introductory research, quantitative research methods, and two six credit doctoral modules in the program. Conducting the literature review helps refine the student’s proposal and prepares for writing the Human Subject approval application. 3 semester hours

EDUCATIONAL LEADERSHIP 814
Qualitative Research
Qualitative research and evaluative strategies introduces students to theoretical, paradigmatic and methodological research perspectives associated with the qualitative tradition. Case studies, grounded theory, ethnographic, and narrative approaches will be presented in this class paying particular attention to interpretive, critical, and participatory research techniques, methodologies and methods. Qualitative evaluation techniques used in program evaluations will be emphasized. EDUCATIONAL LEADERSHIP 814 introduces students to practical research techniques including the development of semi structured and open ended interview questions, how to conduct, record and analyze interviews, and the use of field notes when collecting observation data. Emphasis will be placed on understanding the ramifications of purposeful sampling, forms of credibility, the role of the researcher, and ethical dimensions associated with qualitative inquiry. 3 semester hours

EDUCATIONAL LEADERSHIP 815
Mixed Methods
Mixed method research introduces students to mixed-method research in the social sciences. Students should have some familiarity with research (quantitative and/or qualitative) and the epistemological and ontological underpinnings of the two methods as well as a basic understanding of their educational or social science research topic. This course completes the process of the proposal preparation expanding methodological and procedural techniques used in dissertation process. Specific objectives for this course include: (a) the history and language of mixed method research in education/social sciences; (b) summarization of current issues related to the paradigm wars and where mixed-methods research currently fits into education/social sciences; (c) advance understanding of research issued in educational/social sciences through discussions about paradigmatic compatibility, the current standing of mixed-methods in academic and political field, and the process and design of mixed-method studies; (d) proposal writing strategies including for mixed-method research; (e) data sampling, collection and analysis strategies including for mixed method research; (f) reflections about the role of the researcher and their worldview in a mixed methods design. Although mixed-methods is an emerging dialog in education and social sciences, there are variety of sources.
available including keynote speeches, edited books, journal articles, editorials and seminal works from the leaders in the field cited in prominent mixed-method research publications. Supplemental articles and chapters will be provided depending on the students’ level of interest and needs. Students preparing their dissertation will have these available these resources when expanding their methodology and procedures sections of their study.

3 semester hours

EDUCATIONAL LEADERSHIP 816
Action Research Project

The Action Research seminar is the second year summer project designed to help students understand how to conduct, evaluate and disseminate research. This culminating research projects starts after students have completed introduction (EDUCATIONAL LEADERSHIP 811), quantitative (EDUCATIONAL LEADERSHIP 812) qualitative (EDUCATIONAL LEADERSHIP 814) and mixed method research (EDUCATIONAL LEADERSHIP 815) in the second year of program. Conducting a collaborative action research projects helps refine practical research skills, presentation techniques, and the ability to publish. 3 semester hours

(3 Credits-Repeatable up to 2X)

Postsecondary Teaching Experience

EDUCATIONAL LEADERSHIP 817
Postsecondary Teaching

Post-secondary teaching provides students the opportunity to determine if working in higher education is preferred. This class is to be taken as a final class in the program course sequence. Repeatable up to 8 credits. 2 semester hours

(2 Credits Repeatable up to 4X)

EDUCATIONAL LEADERSHIP 845A
Dissertation Preparation Seminar

During the third year of the program, students participate in seminars which focus on the selection and development of a dissertation proposal. Students are ordinarily expected to complete the major portion of their work on the dissertation proposal prior to the conclusion of the formal part of the program. This course is required.

3 semester hours each term (Fall & Spring), 6 semester hours final summer

EDUCATIONAL LEADERSHIP 845B
Comprehensive Examination Preparation

During the third year of the program, students participate in this seminar in preparation for their 30 day, 3 question 45+ page comprehension examination. Students should only take EDUCATIONAL LEADERSHIP 845 after they have completed all of their courses or with the prior approval of their Chair.

3 semester hours

EDUCATIONAL LEADERSHIP 850A
Dissertation Research and Advisement

Individual research and advisement relative to a student’s dissertation topic is the “sine qua non” of this course. Doctoral candidates are required to register for Education Management 850 continuously until their dissertations have received final approval. Prerequisite: Successful completion of Comprehensive Examination. 0 semester hours

EDUCATIONAL LEADERSHIP 850B
Continuous Dissertation

Individual research and advisement relative to a student’s dissertation topic is the sine qua non of this course. Doctoral candidates are required to register for Continuous Dissertation 850 every semester (Fall, Spring and Summer) until their dissertations have received final approval. Prerequisite: Successful completion of EDUCATIONAL LEADERSHIP 845 Dissertation Proposal and EDUCATIONAL LEADERSHIP 846 Comprehensive Examination. 0 semester hours

EDUCATIONAL LEADERSHIP 864
Special Education for Administrators

Supervision of Programs & Services for Students with Exceptionalities. This course is designed to prepare school administrators with the skills to supervise and implement appropriate services for students in need of response to intervention services and/or programs for students identified as in need of special education services. An emphasis is on service delivery models, due process procedures and supervision of specialists responsible for providing services to identified students. 3 semester hours

EDUCATIONAL LEADERSHIP 881A
Administrative Internship + CAT Exam

A cooperatively guided administrative experience in a school system. Pre-requisite: Completion of major portion of the requirements for the Sixth Year Professional Diploma and permission of major advisor. 3 semester hours + CAT Exam

Electrical Engineering

ELECTRICAL ENGINEERING 404
Digital VLSI

The objective of this course is to teach students the CMOS transistor design in VLSI circuits. (CMOS stands for complementary metal oxide semiconductor.) Supported by CAD tools, students will learn gate level design, IC design, fabrication, and layout of digital CMOS integrated circuits. With these skills, students will also be able to interact with integrated circuit fabrication process engineers after completing this course.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 410 (ELEG 410/BMEG 410)
Bio Sensors

This course will provide an interview of biosensors, including their use in Pharmaceutical research, diagnostic testing, and policing the environment. Topics include the sensitivity, resolution, selectivity, dynamic range, and noise of biosensors. Other topics covered include transducer phenomenology, biosensor structure, and sensor performance. 3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 411
Advanced PLC’s (Programmable Logic Controls)

This course builds on PLC’s (ELEG 464) by using sensors (both thermal sensors, motion sensors, and camera input) to control the automation process; topics in servo motors, variable frequency drives, and HMI (human machine interaction) and touch screens are also introduced both in theory and in a lab setting. 3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 413 (ELEG 413/CPSC 413)
Bioinformatics

The course covers algorithmic aspects of modern DNA and protein analysis. Topics include: (i) Reviews of DNA, RNA and Proteins, (ii) Genome rearrangements, (iii) Sequence Alignment and fast algorithms (BLAST), (iv) Genome expressions and DNA-microarray, (v) Phylogenetic trees, (vi) Protein docking and drug discovery, etc. 3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 415
Fiber Optics

Communication via light waves over fiber optics cables. Analysis of light emission and light detection. Absorption loss. Optical devices, connectors, splices and Local Area Networks
Electrical Engineering

(325)

(325)

Electrical Engineering 416
Fiber Optics Lab
Hands on experience with fiber optic hardware. Fiber properties, sources, detectors, splices, connectors. Design and test fiber optic transmission and receiver circuits for both analog and digital transmission. Pre-requisite: Electrical Engineering 415. 3 semester hours

Electrical Engineering 417
Modern Electronics
See Electrical Engineering 348. 3 semester hours

Electrical Engineering 428 (ELEG 428/BMEG 428)
Wireless Communications
Evolution of Mobile Radio Communications to cell phones and personal communications: 2nd and 3rd and 4th generation. Concepts include cell fundamentals, path loss, fading, ghosts, modulation techniques, equalization, speech coding and networks. 3 lecture hours, 3 semester hours

Electrical Engineering 430
Satellite/Wireless communication Systems
Detailing concepts and calculations from the entire field is enough to permit the kinds of analysis needed for major systems planning decisions. This course covers channel capacity, picture quality, signal to noise ratio, bit error rate, earth station antenna size and offers new materials on orbital mechanics and geometry. Pre-requisite: Electrical Engineering 441 or equivalent. 3 semester hours

Electrical Engineering 431
Fields and Waves
Solutions of static electric and magnetic fields are derived from Maxwell’s equations and Gauss’s law. Approximation, including multiple modeling, are used where exact solutions to theory do not exist. Also, the computer is used to solve these problems exactly without approximations. The course also introduces time varying fields and their link to the creation and propagation of radiation. 3 lecture hours, 3 semester hours

Electrical Engineering 437
Microwaves
Passive and Active elements for the generation, modulation, amplification and reception of microwaves. Radar and other microwaves systems. Pre-requisite: Field Theory. 3 lecture hours, 3 semester hours

Electrical Engineering 440
Distribution Power System Design
A comprehensive study of modeling of the distribution of power system components and planning, including load characteristics, application of power transformers, design of transmission lines, distribution sub-stations, primary systems and secondary systems, voltage drop and power loss calculations, application of capacitors, harmonics on distribution systems, voltage regulation, fault calculation and protection. 3 lecture hours, 3 semester hours

Electrical Engineering 441
RF Communications
Spectral analysis; modulation and demodulation system analysis, including AM, FM, pulse modulation and transmission of digital information. Signal design and system considerations. Pre-requisite: Electrical Engineering 234. 3 semester hours

Electrical Engineering 442
Digital Communications
Detection of noise in thermal noise. Digital sequences. Optimal filtering and statistical decision theory. Optimum receiver design criteria. Performance, configuration and trade-offs. Pre-requisite: Electrical Engineering 441. 3 lecture hours, 3 semester hours

Electrical Engineering 443
Power Electronics
Application of power diodes and power transistors in rectifier arrangements and voltage regulators. Properties and application in power converters, inverters and motor drives. Pre-requisite: Electrical Engineering 348. 3 lecture hours, 3 semester hours

Electrical Engineering 445
DC/AC Motor Drives
Application to control speed and efficiency of motors using conventional thyristors control as well as modern variable frequency drives. 3 lecture hours, 3 semester hours

Electrical Engineering 446 (ELEG 446)
MEMS (Micro-Electro-Mechanical Systems)
Basic micro fabrication techniques, MEMS materials and their properties, MEMS device design and simulation, MEMS packaging and assembly, signal testing and MEMS reliability analysis. MEMS industrial applications in various areas will also be discussed. Students used ANSYS FEM software to design and simulate their behavior. 3 lecture hours, 3 semester hours

Electrical Engineering 447
Semiconductors
Crystal fabrication: MBE, MOCVD, LEC, Bridge Mann. Study material and electronic properties of single crystal Si, poly, a-Si, GaAs, GaN, SiC, Ge and II-VI compounds. Transport properties: Hall Peltier, resistivity, mobility. Analysis of capacitance and I/V data for pn, pin, schottky and hetero-junction devices. Pre-requisite: Mathematics 110. 3 lecture hours, 3 semester hours

Electrical Engineering 448
Microelectronic Fabrication
This class covers basic microfabrication processes for semiconductor and VLSI fabrication, including photolithography, plasma and reactive ion etching, ion implantation, diffusion, oxidation, evaporation, vapor phase epitaxial growth, sputtering, and CVD. Advanced processing topics such as next generation lithography, MBE, and metal organic CVD are also introduced. The physics and chemistry of each process are introduced along with descriptions of the equipment used for the manufacture of integrated circuits. The integration of microfabrication process into CMOS, bipolar, and MEMS technologies are also discussed. The purpose of this course is to provide students with technical background and knowledge in silicon microelectronics fabrication process. Upon finishing this course, students will be familiar with the basic semiconductor and VLSI microfabrication processes. 3 lecture hours, 3 semester hours

Electrical Engineering 449
Introduction to Wireless Sensor Networks
In recent years, tiny computing devices equipped with low-power radios and sensors—made possible due to advances in microelectronics and radio technologies—have obliterated the wall between the physical world and the cyber world, spawning a virtually unlimited number of new applications—some of them beyond our wildest imaginations. Successful design of these massively distributed wireless sensor networks requires a synergistic combination of multiple aspects: from the physical layer to decision algorithms and more. This course will introduce the students to the application areas, various challenges commonly faced in this application, state-of-the-art solution techniques and fundamental those have emerged in the recent years. 3 lecture hours, 3 semester hours

Electrical Engineering 451
Introduction to Nanotechnology
Nanotechnology is the science and engineering involved in the design, synthesis, characterization and application of materials and devices with the size in nanometer (10-9m) scale. As a
**Electrical Engineering**

newly emerged exciting high-technology, it has attracted intensive interest and heavy investments around the world. Nanotechnology is a general-purpose technology which will have significant impact on almost all industries and all areas of society. It can offer better built, longer lasting, cleaner, safer and smarter products for home, communications, medicine, transportation, agriculture and many other fields. This course will cover basic concepts in nanoscience and nanotechnology.

3 lecture hours; 3 semester hours

**Electrical Engineering 453**

**Pattern Recognition**

Operation and Design of systems that recognize patterns in data, based primarily on statistical and neural network approaches. Topics include Bayesian decision theory, Parametric likelihood estimation, Nonparametric techniques, Linear discriminant functions and Neural Networks.

**Electrical Engineering 454**

**Introduction to Audio Signal Processing**

To introduce the fundamentals of speech processing and related applications. Course covers speech enhancement, speech coding, and speech recognition.

3 lecture hours; 3 semester hours

**Electrical Engineering 456 (ELEG 458/CPEG 458)**

**Analog VLSI**

Modeling, design and analysis of analog VLSI circuits. CMOS processing and layout, current mirrors, Opamp, comparators, S/H voltage references, switched-capacitor circuits, data converters, filters and PLLs. Students design analog VLSI layouts, extract the netlists and simulate the circuit behavior. Transistors sizing will also be discussed. EDA tools PSPICE, Mentors Graphics are used.

3 lecture hours; 3 semester hours

**Electrical Engineering 459**

**Audio Processing Lab**

Introduction to TMS320C55x Digital signal Processor, Audio Signal Processing, Basic Principles of Audio Coding, Speech Enhancement Techniques, Quantization of Audio signals, Calculating LPC coefficient using C55x Intrinsic, Matlab Implementations of noise Reduction (NR), Mixed C55x Assembly and Intrinsic Implementations of Voice Activity Detection (VAD), Combining AEC with NR, Voice over Internet Protocol Applications, Overview of CELP Vocoder.

3 lecture hours; 3 semester hours

**Electrical Engineering 460**

**Controls**


3 lecture hours; 3 semester hours

**Electrical Engineering 461**

**Controls Lab**

Laboratory study of feedback control systems with experiments analyzing different types of plants, transducers and control techniques; emphasis on real-time computer control.

3 lab hours; 3 semester hours

**Electrical Engineering 462**

**Advanced Controls**

This is a graduate level course and aims to introduce the analysis of nonlinear system. The course will cover: the state space description of nonlinear system; the phase portrait analysis of the second order system; stability analysis of the nonlinear system based on linearization method; the Lyapunov stability theory, etc.

3 lecture hours; 3 semester hours

**Electrical Engineering 463**

**Industrial Controls**

This course covers the basics of Industrial Controls, including but not limited to relay control, ladders, counters, timers, switches, and all electrical components necessary to program the control of a large machine.

3 lecture hours; 3 semester hours

**Electrical Engineering 464**

**PLC’s (Programmable Logic Controls)**

This course will start with the basics of Boolean Algebra; it will cite the differences between PLC control and relay control and full automation of major machines and appliances; the differences in these controls will show how hard relay control is to implement and how flexible PLC control actually is; many different math functions will be analyzed and implemented in the theoretical construction of fully functioning PLC.

3 lecture hours; 3 semester hours

**Electrical Engineering 466**

**Adaptive Controls**

Adaptive Controls provides a graduate level introduction to the basic concepts, techniques, and the state-of-the-art of adaptive control systems. Upon completion of the course, students are expected to be able to conduct design, research, and development in the field. The course covers real time system identification algorithms, model reference adaptive control, pole assignment adaptive control, self-tuning and gain scheduling control systems, stochastic adaptive control, model-predictive control, and robustness issues of adaptive control systems. Prerequisites: Digital Control System (or equivalent).

3 lecture hours; 3 semester hours

**Electrical Engineering 479**

**Solar Energy and Solar Cells**

This course offers a review of renewable energy (solar, winds, and tides) versus bio-energy (coal, oil, natural gas). The concept of light as electromagnetic radiation and pure energy as well as the concepts of converting sunlight into thermal energy will be discussed. Students will learn the semiconductor and electronic properties of solar cells, used to convert light into electricity. Secondary solar energy sources include solar Hydrogen and concentrator technology.

3 semester hours

**Electrical Engineering 481**

**Analog Electronics Lab**

With a set of 6 experiments and simulating them using P-Spice, the goal of this course is to teach the concepts from the theory of analog electronics. The user must have solid understanding of the basic electronics and circuit theory aka Network Analysis. Pre-requisite: Electrical Engineering 348, 234 or equivalents.

3 semester hours

**Electrical Engineering 482**

**Analog Integrated Circuit Design**

Do a complete analysis of the 741 op-amp, including bandwidth, gain analysis, slew rate, power efficiency and I/O impedances. Analyze ROM, Ram, TTL, ECL, CMOS and more modern logic structures including Fanout, noise margin, latching, contention, logic and delay response. Pre-requisite: Electrical Engineering 348.

3 lecture hours; 3 semester hours

**Electrical Engineering 483 (ELEG 483/MEEG 483)**

**Digital Integrated Circuit Design**

Several integrated circuit architectures are analyzed at the transmitter level to find key parameters by hand analysis as well as computer simulation: rise time, fall time, noise margins, logic state, hysteresis/memory, fanout, and power dissipation. Analysis includes an analysis of the major logic families: TTL, CMOS, NMOS, ECL, PECL, differential logic.

3 lecture hours; 3 semester hours

**Electrical Engineering 490**

**Alternative Energy Technologies**

This is a graduate level course and aims to introduce the alternative energy technologies in photovoltaic cells (PV) and fuel cells. It will cover: the physics, energy conversion efficiency,
Electrical Engineering

cy, and challenges in PV cells, the principles, the stack and system design in fuel cells.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 500
Graduate Co-op/Internship in Electrical Engineering
By arrangement.
1-3 semester hours

ELECTRICAL ENGINEERING 510
Medical Machines
Electrical safety is studied by full analysis of grounding and modeling of the human body under various electric shock conditions. The ECG machine (for measuring heart performance) is analyzed as both an analog and a digital machine, with emphasis on cleaning up signal problems and extending the analysis of the data recorded. Other instruments that are analyzed include the blood sugar tester, the hospital thermostat, the lung pressure machine, the anesthesia vaporizer, the pulse oximeter and various cardiac output devices. Discussion made about the minimum alveolar concentration (MAC) as it applies to anesthesia. Discussion is also made about modern hearing aids and advances in eye replacement via electrical means. Pre-requisite: Electrical Engineering 418, 234 or equivalent.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 542
Advanced DSP (digital signal processing)
Review briefly the concepts of DSP (E443), including digital filter design and windowing (2) Carry on with new topics in Adaptive Filters, Wiener Filters, Kalman filters, power spectrum and related topics, statistical signal processing, and stochastic processes.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 543 (ELEG 543/BMEG 543)
Digital Signal Processing Lab
Centered on a set of experiments for the ADSP21061 and ADS21065L, the goal of this course is to teach how to program the ADSP21061 and ADS21065L using visual DSP++ and MATLAB and illustrate concepts from theory of digital signal processing. The user must have solid understanding of DSP algorithms as well as an appreciation of basic computer architecture concepts. Pre-requisite: Electrical Engineering 443 or equivalent.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 544
Wavelets and Filter Banks
This course is offered to provide students with the basic understanding of the wavelet theory along with multi-resolution signal processing tools, which can be employed effectively to solve practical signal processing and analysis problems. The first half of the course introduces wavelet transforms from an engineering point of view. The topics covered include short time Fourier transform, continuous wavelet transform, and discrete wavelet transform and filter banks. The second half of the course presents a number of interesting applications of wavelets based advanced signal processing techniques such as filter banks, multi-rate signal processing, wavelet packets and lifting algorithms in areas of image compression, signal de-noising, signal estimation, signal enhancements, and transient detection etc. Prerequisites: Basic Digital Signal Processing Course.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 546 (ELEG 546/MEEG 546)
Biomedical and Biometric Signal Processing
The course teaches all of the basics of image processing as applied to biometrics analysis and medical imaging.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 548 (ELEG 548/CPENG 548)
Low Power VLSI Circuit Design
With the rapid development of mobile computing, low power VLSI design has become a very important issue in the VLSI industry. A variety of low-power design methods are employed to reduce power dissipation of VLSI chips. This course is designed to cover low-power design methodologies at various design levels (from system level to transistor level). The basic low-power design strategies will be introduced in the class. Students will use the learned knowledge to design low-power VLSI circuits. Upon completion of this course, students will be able to analyze the power consumption of VLSI circuits, and design low-power VLSI circuits using various strategies at different design levels. The major target is to design VLSI chips used for battery-powered systems and high-performance circuits not exceeding power limits.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 549
VLSI Testing
As VLSI continues to grow in its complexity, VLSI testing and design-for-testability are becoming more and more important issues. This course will cover VLSI testing techniques such as VLSI fault modeling (stuck-at-fault), automatic test generation, memory testing, design for testability (DFT), etc. VLSI scan testing and built-in self-test (BIST) will also be covered. Student will learn various VLSI testing strategies and how to design a testable VLSI circuit.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 550
VLSI: Digital System Design
This course will provide students with an in-depth understanding of the basic design methodologies of modern digital VLSI systems. Various perspectives of VLSI systems will be discussed, such as MOS transistor device characteristics, interconnect, power, clock distribution, packaging and I/O issues, VHDL system design and logic synthesis. Upon completing this course, students will have a comprehensive understanding about digital VLSI system design.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 552
Random Signal Processing
Introduces students to the theory of probability and stochastic processes. Topics include basic probability; single and multiple random variables; stochastic processes such as Gaussian processes, Markov processes; Various applications.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 562 (ELEG 5623/MEEG 562)
Nanofabrication with Soft Materials
This is an advanced level graduate course focusing on fabrication of soft materials. Nanofabrication processes and nanosystem products will be discussed. Fundamentals associated with chips fabrications and linking them toward soft materials assembly will be detailed. Emerging nanotechnology based methods for soft and green electronics, mechanical parts, MEMS, PCBs will be covered. Gene chip, label free sensory assay using micro and nanofluidics will be discussed. Transfer printing, DNA-protein interactions using the chip and several nano-scale assemblies for soft materials fabrication will be discussed.
3 semester credits

ELECTRICAL ENGINEERING 596
Seminar
Lecture hours and topics to be arranged with instructor.
1 credit hour

ELECTRICAL ENGINEERING 597
Master’s Project
Lecture hours and topics to be arranged with Department Chair.
3 credit hour

ELECTRICAL ENGINEERING 598
Thesis in Electrical Engineering
Lecture hours, semester hours and topics to be arranged with Department Chair.
3-6 credit hours
Electrical Engineering • Engineering • Finance

ELECTRICAL ENGINEERING 599
Independent Study in Electrical Engineering
Independent study of advanced topics in Electrical Engineering and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair. 3 credit hours

Engineering

ENGINEERING 111
Introduction to Engineering
This course introduces the student to the engineering design process on a beginning level. Emphasis is placed on the structure of the design process involving problem definition, development of alternatives, analysis, decision making and iteration. One guided design project and one independent project are completed by student project teams. Concurrent lectures and homework assignments develop skills in data management, mechanics, chemistry, electrical theory, energy and economics. Personal computer usage is emphasized for mathematical calculations and the preparation of engineering reports. Prerequisite: MATH 109. 3 semester hours.

ENGINEERING 300
Economics and Management of Engineering Project
The design process, engineering economics, project planning and ethics in engineering practice. Prerequisites: MATH 215, PHYS112 and junior standing. 3 semester hours.

ENGINEERING 400
Engineering Colloquia Series
This course is a series of seminars covering a spectrum of engineering topics. National and international distinguished speakers are invited to deliver the seminars. All Engineering students are required to register for the colloquia series. 1 semester hour.

ENGINEERING 404
Optimization
Optimization is the maximization of an objective function involving multiple variables, subject to certain constraints. This course introduces the theory and application of optimization. Topics discussed include optimization, linear programming, the simplex algorithm, transportation, assignment, decision analysis. Software used includes Excel spread sheet and LINGO. 3 semester hours

Finance

FINANCE 400
Financial Management
This course provides students with the opportunity to learn the basic tools and concepts of financial management. It will discuss important issues in modern finance, including the time value of money, valuation of stock and bonds, capital budgeting, risk and return tradeoff, portfolio analysis, capital asset pricing model and financing decisions. Basic accounting and statistics are essential to understanding the principles developed in this course. Prerequisites: Admission to graduate study. 3 semester credits
Prerequisites: FIN 400 and completion of all required Finance concentration courses or concurrent registration in final required concentration courses.

FINANCE 505
Advanced Financial Management and Policy
This course provides a general survey of the body of knowledge of corporate finance. Corporate finance is an area of finance dealing with the financial decisions corporations make and the tools and analyses used to make these decisions. The primary goal of corporate finance is to enhance corporate value and shareholder’s wealth. To achieve this goal, financial managers must make important decisions such as project evaluations and investment decisions, financing decisions and dividend decisions. A solid understanding of the financial markets is also essential. The main concepts and principles in the study of corporate finance are also applicable to the financial problems of all kinds of firms. Basic accounting and statistics are essential to understanding the principles developed in this course. 3 semester credits

FINANCE 540
Technical Analysis and Trading
This is a hands-on course that teaches principles and methods of selecting and managing stocks using professional trading software. Theoretical concepts and trading principles will be taught throughout the course and students will manage an e-portfolio in real-time with imaginary funds. Prerequisites: FIN 400 and completion of all required Finance concentration courses or concurrent registration in final required concentration courses. 3 semester credits

FINANCE 550
Investment Analysis
This course provides a framework for the analysis of individual securities such as stocks, bonds and other financial instruments. It develops a systematic framework for the construction of efficient portfolios and optimal investment strategies. It also discusses the investment environment that includes the financial markets and major financial institutions, the Federal Reserve, and the determination of interest rates. Various investment strategies used by practitioners are also discussed. Prerequisites: FIN 400 and completion of all core courses or concurrent registration in final core courses. 3 semester credits

International Accounting
This is an introductory course about international financial management with special emphasis on multinational enterprises (MNEs). A MNE is defined broadly as one that is incorporated in one country but has operating subsidiaries, branches or affiliates located in other countries. Today, almost all large companies are multinational with the 1,000 largest MNEs accounting for about 80% of the world’s industrial production. Main topics to be covered in this course include the foreign exchange market, exchange rate determination, foreign exchange risk management, and global debt and equity financing. The global financial environment such as the international monetary system and the balance of payments are also discussed. Prerequisites: FIN 400 and completion of all core courses or concurrent registration in final core courses. 3 semester credits
FINANCE 545
Financial Derivatives and Risk Management
This course covers financial derivatives such as forward contracts, futures contracts, options and swaps. A derivative is a financial instrument that is derived from the value of an underlying asset. The underlying asset can be commodities, equities, bonds, foreign exchange, or indices such as a stock market index, consumer price index or even an index of weather conditions. These derivatives can not only be used for speculation and arbitrage, but more importantly, can also be used for risk management. Students will develop a working knowledge of how these derivatives are used and how they are priced. Prerequisites: FIN 400 and completion of all core courses or concurrent registration in final core courses. 3 semester credits

FINANCE 550
Cases in Finance
The focus of this course is the application of managerial finance principles (from FIN 400: Financial Management) to the financial decisions made by business. The purpose is to develop student analytical ability through the discussion and analysis of finance cases. Topics covered include financial concepts and planning; valuation, rates of return and leverage; cost of capital; dividend policy; sources and uses of investment and working capital; and international finance. Prerequisites: FIN 400 and completion of all core courses or concurrent registration in final core courses. For the Global Financial Services concentration, this course should be taken as the final required Global Financial Services course. 3 semester credits

FINANCE 555
Management of Financial Institutions
This course covers the management of financial institutions (FIs), including depository institutions such as commercial banks and savings institutions, insurance companies, securities firms and investment banks, mutual funds, and finance companies. The focus is on risk measurement and management facing these FIs. The roles and operations of financial markets and various financial instruments and the impact of interest rates on the economy will also be discussed. Prerequisites: FIN 400 and completion of all required Finance concentration courses or concurrent registration in final required concentration courses. 3 semester credits

FINANCE 570
Managerial Economics
Managerial economics deals with the application of economic theories to real-world business decisions. A course in managerial economics provides students with the fundamental analytical tools that can and should be used in marketing, finance, production, and strategic management. Managerial economic techniques seek to achieve the objectives of the business organization in the most efficient manner, while considering both explicit and implicit constraints on achieving the objectives. Some basic quantitative skills such as statistics and calculus are required. Prerequisites: ECON 400, MGMT 400, FIN 400 and completion of all core courses or concurrent registration in final core courses. This course may be taken as an elective with required Finance and Management concentration courses. 3 semester credits

FINANCE 525
International Financial Management
This is an advanced course in international financial management. It will cover various aspects of financial management of multinational enterprises (MNEs), including the foreign exchange market, currency derivatives, global financial markets, international portfolio investment, cross-border direct investment, and foreign exchange and interest rate risk management. Prerequisites: FIN 600 and completion of all required Finance concentration courses or concurrent registration in final required concentration courses. Prerequisites for International Business: FIN 600 and completion of all core courses or concurrent registration in final core courses. 3 semester credits

GLOBAL DEVELOPMENT AND PEACE 411-511
Issues in Economic Development
Course Description: This course explores current issues in economic development including poverty and poverty alleviation, strategies to overcome poverty and underdevelopment including microfinance, the roles of multilateral financial institutions, globalization, and the Washington Consensus. The course will also explore the roles of regional arrangements and development institutions in attempts to overcome underdevelopment. The theoretical underpinning of the course lies in the many schools of thought that have produced explanations of the causes and consequences of development and underdevelopment. The course attempts to plot strategies to achieve goals of economic development. 3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 422-522
International Conflict Negotiation
This course examines theories about and sources of conflict (resource allocation and shortage; ideological, religious, and cultural disagreement; power distribution; perceptions of security; etc) to set the stage for conflict analysis and negotiation. In conflict analysis, the impact of cultural-linguistic systems on agreements and disagreements is examined. Culturally sensitive strategies of negotiation, conflict resolution, and mediation also are examined and practiced. Students will write several case reports on situations of conflict and also prepare a medium-length (20 pp. or so) term paper. 3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 427-527
Culture and International Development
The course will examine development theory and the underlying cultural assumptions of Western models of socioeconomic development. It will also study the innovative non-Western models of development such as micro-credit in South Asian and the Confucian-influenced models of development in parts of East and Southeast Asia. This course will identify the ways in which Western cultural assumptions can clash with the cultural underpinnings of many less developed countries. Using the case study method, learners will identify ways in which potential clashes

GLOBAL DEVELOPMENT AND PEACE 401-501
Graduate Seminar in Qualitative Methods
This course is designed to introduce the student to qualitative research methods. Topics might include Content Analysis, Fieldwork and Observation, and Interviewing. The use of Grounded Theory will be examined as well as methodological issues of data collection, reduction, display, and interpretation. It is recommended that the student have a familiarity with quantitative research methods before taking this class, as this class will build on previously explored research topics. 3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 402-502
Graduate Seminar in Quantitative Methods
This course is designed to introduce the student to quantitative research methods. Topics might include regression analysis and other statistical analysis. Students will become familiar with the use of MANOVA, t-Tests, f-tests and others. Some basic quantitative skills such as statistics and calculus are required. This course will examine further quantitative research methods and procedures. Key emphasis will be placed on regression analysis and other statistical means of data interpretation, such as ANOVA, MANOVA, t-Tests, f-tests and others. 3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 400-500
Culture and International Development
The course will examine development theory and the underlying cultural assumptions of Western models of socioeconomic development. It will also study the innovative non-Western models of development such as micro-credit in South Asian and the Confucian-influenced models of development in parts of East and Southeast Asia. This course will identify the ways in which Western cultural assumptions can clash with the cultural underpinnings of many less developed countries. Using the case study method, learners will identify ways in which potential clashes
are anticipated based on a region’s history and its cultural underpinnings. Learners will assess the strategies currently used to address development-related challenges and, when appropriate, propose alternative strategies.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 460

Sustainable Development

The course will examine the critical relationship between oil supply and demand and environmental challenges and the international priorities and policy initiatives of modern states. In looking forward into the 21st century, the course will identify and assess the policy options available to major international players, including the United States and the European Union; Saudi Arabia and other major oil producing countries; Japan, China and India and other consuming countries; transnational energy companies and non-governmental organizations (NGOs). Environmental concerns will be examined and policy options will be assessed within the context of sustainable economic development.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 500

Graduate Co-op/Internship in Global Development and Peace

Students may complete a curricular practical training that reflects the competencies that the students has developed in the Global Development and Peace program. Students need to have their supervisor in the training certify satisfactory task performance and students must submit a written evaluation of their experience.

1-3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 521

Inequality, Poverty and Globalization

This course examines two key issues for the international community in an era of globalization: inequality and poverty. Various theoretical, historical and empirical approaches will be used in analyzing the causes and consequences of inequality and poverty for the developing world. Students are also encouraged to develop economic, political, cultural, and social solutions to the chronic issues of poverty and inequality in the world.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 523

Peace and Development

This course examines the relationship between peace and development. Security of the state, community, and the person is related to modalities of conflict - ethnic, ideological, religious - and their combined roles in retarding development. The course draws on regional examples and studies of conflict analysis, peacemaking, and the changing face of development. The course also examines strategies to overcome conflict and achieve development goals.

GLOBAL DEVELOPMENT AND PEACE 524

Political and Economic Integration

This course explores models of integration - functionalism, customs union, political integration, and federalism. Dual legislative systems are examined as instruments of harmonization of laws, and the roles of secretariats as vehicles of transition are explored. The course considers historical and contemporary models including the Federation of the West Indies, and the European Union. The course examines shortcomings of, and successful attempts at, political and economic integration.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 528

Global Economy and Terrorism

This course identifies the underlying conditions needed for the realization of a stable global economy and it highlights the ways in which terrorism impacts on the stability of markets and on investment and lending trends and on interest rates in affected regions and states. The course also explores the “practical” rationale for terrorism as well as terrorism’s ideological and philosophical roots as well as the actual historical trajectory of terrorist organizations and states. Through the case study method, we will review those venues where terrorism has been diffused and attempt to understand such developments and their applications to contemporary society.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 533

Cultural Dimensions of Globalization

While recognizing that a developing consensus exists on economic globalization, this course explores the broader cultural and philosophical implications of globalization. Extending beyond economic globalization to the social, political and cultural dimensions, one must indeed explore the substance of what is being “globalized” in each of these aspects of public life. This course invites learners to grapple with the question of whether or not the world is ready to implement an expanded globalization or whether a “dialogue among civilizations” is a necessary intermediary step in the process.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 537

Global Communication and Mass Media

This course examines media’s role in global communication and nation building. In particular it studies information flow, media and development, communication and telecommunication policies, transnational media corporations and their role in economic development, media and public diplomacy, international journalism, and information and public campaigns.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 560

Sustainable Development

This course focuses on issues related to sustainable development and preservation of the environment. To a significant extent, the course is reliant on the case study method. Through a geographically diverse series of case studies, the course will highlight the challenges faced by the development process due to the unmet social and quality of life demands of growing populations in less developed countries vis-à-vis the need to preserve and maintain the environment and endangered ecosystems. Through the case study method, strategies for caring for threatened energy resources will be assessed. The course will also use the case study method to understand the challenges that exist in developing strategies of economic growth that allow for significant improvement in the quality of life of local populations as well as the protection of wetlands, endangered species, hydrologic cycles and clean water supply.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 591

Internship

Students will complete an eight-week cross-cultural internship with international organization or overseas school, agency or company. A written report by the student and an as.
assessment of the Student’s performance by the agency where the student interns will be submitted as the basis of evaluation.
3 semester hours

GLOBAL DEVELOPMENT AND PEACE 598

Tutorial
The tutorial is offered at the completion of the internship. The tutorial invites students in the Master of Arts in Global Development and Peace program to reflect on their internship experience based on the student’s experiences prior to and during the tutorial. The tutorial also prepares students for the program’s comprehensive exam that includes both an oral and a written component and is conducted in the final weeks of the tutorial class. As a part of the tutorial students also assemble a portfolio of all of the major papers and projects that they have completed during the program and a written reflection on that work. Prerequisite courses: GLDP 591 and completion of at least 21 semesters hours of the GLDP program.

GLOBAL DEVELOPMENT AND PEACE 599

Thesis
As a final project demonstrating competency, students are asked to write and defend a thesis.
3 semester hours

GLOBAL DEVELOPMENT AND PEACE 600

Thesis Extension
1 semester hour

The following courses taught by the School of Business also are available to Global Peace and Development students. Full course descriptions are available under the primary course listings.

MGMT 561
Economic, Regulatory, Political, Cultural and Societal Issues in Environmental and Energy Management

MGMT 560
Foundations of Environmental and Energy Management

MKTG 560
Global Market Management

FIN 525
International Financial Management

FIN 530
Technical Analysis & Trading

MGMT 555
Global Program and Project Management

MGMT 534
Strategic Sourcing and Vendor Management

MGMT 523
Leadership, Teams & Managing Change

MKTG 560
Global Market Management

MKTG 535
e-Marketing

MGMT 585
Product Management, Innovation and Commercialization

Global Media and Communication Studies

GLOBAL MEDIA AND COMMUNICATION STUDIES 500
Graduate Co-op/Internship in Global Media & Communications

Students may complete a curricular practical training that reflects the competencies that the students has developed in the Global Communication and Communication Studies program. Students need to have their supervisor the training certify satisfactory task performance and students must submit a written evaluation of their experience.
1-3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 501
Graduate Seminar in Research Methods

This is an introductory course in qualitative and quantitative research methods. It is designed to introduce you to basic concepts and issues (statistical, analytical, and ethical) encountered in research investigation. We will discuss what research is, the tools of research, research design, and writing the research report. Included will be an introduction to a diversity of research methods, including survey, historical research, experimental methods, content analysis, and so forth. An overview of statistical means of data interpretation also will be presented, including correlation, t-tests, ANOVA, ChiSquare Test, Sign Test, regression analysis, and so forth. An overview of statistical means of data interpretation also will be presented, including correlation, t-tests, ANOVA, ChiSquare Test, Sign Test, regression analysis, and so forth.
3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 502
International Advertising and Public Relations

This course focuses on current international issues that affect business operations at home and abroad. Changing business environments are discussed and analyzed. Students are required to formulate new global business strategies in light of emerging international trends and events. In some cases, students may supplement their study by field trips and on-site analysis. Prerequisite: MKTG 400.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 543
Communication and National Development
The focus of this course is on communication and national development and nation building. Students will learn how media, communication, information, and media technology are used and can be used to improve economic, political, and cultural conditions of people around the world. In particular, the course will look into the functions media communication, social media networking, and social marketing demonstrate in reducing poverty, combating hunger, improving literacy, promoting public health care, fighting corruption, and protecting the environment among others.

GLOBAL MEDIA AND COMMUNICATION STUDIES 546
Media Business and Management
This course examines media industry from business and management perspectives. It focuses on business concepts, media management theories, and the impact of digital media on the media industry landscape.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 552
Advanced Web Publishing and Design
This course focuses on Web Publishing and Design methods using current Web design and graphic tools. Students will learn the techniques and tools to create Web sites and learn to main the Web sites for clients and consumers.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 555
News Media and International Journalism
This course focuses on how international news is gathered and reported and how journalists should cover international news. The course also examines the issues of international news media and foreign relations.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 557
Political Communication and Public Diplomacy
This course focuses on the relationship between media and politics and media and public diplomacy. It will also examine the issues of freedom of speech and freedom of the press, media as mouthpiece or watchdog. The course will also study how media are used in governance, how public opinion is formed, shaped, and influenced, how political and public agenda are set, and how media can be used for public diplomacy.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 562
Media Communication Law and Legal Issues
This course examines the federal, state, and local laws that most directly affect mass communication in the United States. It will also look into the judicial systems in other countries. Issues covered will include freedom of speech, freedom of the press, libel, invasion of privacy, news gathering, source protection, copyright, and truth in advertisements.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 572
Advanced Multimedia
This course focuses on advanced multimedia technology and techniques. Students will learn the most current tools, software, and techniques to create and edit multimedia digital videos to be used for multiple mediums and platforms.

3 semester hours

GLOBAL MEDIA AND COMMUNICATION STUDIES 591
Internship
The Graduate Internship is completed once the student has completed at 21 credits in the GMCS program. It serves as the venue in which students can accomplish two important outcomes, i.e., they can apply the foreign language that they have been studying in an overseas setting (international GMCS students may do their internship in the US if they already speak a second world language in their home country rather than English) and they can intern in an agency or organization where the skills that they have acquired in the GMCS academic program can be put into practice. New Media students will be expected to complete a project or portfolio, which demonstrates their ability to communicate cross-culturally in the New Media environment. Global Communications students will produce a project demonstrating the ability to communicate interculturally in a business, government or NGO setting.

3 semester hours

The thesis represents the culmination of the MA in Global Media and Communication Studies and demonstrates competency in the major as well as the track in which the student has chosen to specialize. The thesis requires identifying a theme or topic selected by the student in consultation with the thesis adviser and this is followed by detailed research on the topic and the analysis of findings in the form of substantial written work. This is normally done within the confines of the student’s final semester of study in the program.

3 semester hours

Health Sciences

HSCI 710
Introduction to the U.S. Health Care System (Core course)
This course is a broad survey of the various components of the U.S. health system, emphasizing the historical development of the various institutions which make up the system, and financial analysis of those institutions as they currently exist. This class will not address health care systems of countries outside the U.S. This course will include the status and implementation of the new reform legislation at the state and federal levels and to the budgetary implications of health care spending more broadly. There will also be a focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). Attention also will be given to mental health issues, disparities in access to care, the quality of care, structure of the delivery system, the challenges of long-term care and the aging of the population, and the drivers of cost growth.

3 Credits

HSCI 715
Research Methods for the Health Sciences (Core course)
A comprehensive exploration of research methods used in the health sciences, with an emphasis on selecting and applying appropriate research designs. This course includes an overview of the scientific method and the various research paradigms in current use; research ethics and the protection of human subjects; the role of theory in problem formulation, internal and external validity;
variable measurement and reliability, and generalizability of findings. Specific approaches covered include experimental and quasi-experimental treatment designs, epidemiologic methods (cohort and case-control studies), survey research, evaluation and outcomes research, methodological studies and qualitative research.

3 Credits

HSCI 720

Global Health Issues (Core course)

This course examines contemporary issues in global health policy, delivery and discusses major global health challenges. Students will be introduced to the world’s vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies. The course will also review health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. The course will consider how inequalities in education, income, and occupation influence health status. The public policy process will be explored using a variety of contemporary global health case studies which focus on content areas such as maternal health, HIV policy, refugee health and global healthcare delivery. The course will also examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.

3 Credits

HSCI 725

Fundamentals of Clinical Trials (Core course)

This course is designed to teach the fundamentals of a good clinical trial in the evaluation of a new drug or device, be it industry, federal or philanthropic sponsored. This course begins with the evaluation process leading up to human volunteer trials, through elements in designing a trial, writing the scientific protocol, considering regulatory issues and human subjects’ protection, through elements in protocol development/implementation, and quality assurance.

3 Credits

HSCI 730

Healthcare Informatics (Core course)

This course is designed to explore the healthcare information technology (IT) planning and management issues associated with decision making in healthcare organizations. IT provides a framework to understand the types of information systems prevalent in healthcare organizations, evaluate specific strategies related to healthcare IT investments, and understand the ramifications of health data standards and privacy concerns on information management policy. In this course, students will learn how the core competencies of healthcare informatics can be developed and applied using real-world case studies. Students will be exposed to specific concepts related to electronic medical records (EMR), health data and standards, sourcing, and IT investments in healthcare. Upon completion of the course, students should be able to explain the key information requirements for effective health information management and decision support, plan and develop the governance and oversight requirements of healthcare IT projects, understand the specification and selection process of healthcare projects, and apply these competencies to real-world problems.

3 Credits

HSCI 733

Data Analysis and Interpretation (Core course)

This course covers the selection, application and interpretation of basic statistical tests and procedures used in the health sciences. Topics include data and variables, hypothesis testing, confidence intervals, t test, Fischer’s F test and the one way Analysis of Variance (ANOVA).

3 Credits

HSCI 840

Advanced Disease Processes and Treatment (Clinical concentration)

This is an advanced course providing detailed information about systems physiology and pathophysiology, as well as the epidemiology, etiology, risk factors, pathogenesis, prognosis and treatment of disease, particularly pharmacotherapeutics. Topics covered include cardiopulmonary diseases, infectious diseases, gastroenterology, urology, endocrine and oncology. Lab and specific diagnostic tests will be reviewed. Cultural and ethnic approaches to health care and prescription drug use will also be explored. Special attention will be placed on recognizing drug-drug, drug-nutrient, and drug-exercise interactions.

3 Credits

HSCI 845

Lifestyle and Health Issues (Clinical concentration)

Crucial health issues with an emphasis on the relationship between lifestyle and health. The course enables students to deal more effectively with the health problems faced throughout life. These issues may include stress, sexuality, nutrition, mental health and illness, aging, chronic and communicable disease, drug and alcohol use, and dealing with death, and other selected topics.

3 Credits

HSCI 850

Health Promotion and Disease Prevention (Clinical concentration)

This course provides an overview of the major issues in health promotion and disease prevention. This course will explore the possible association between nutritional status and premature mortality and morbidity. Strategies for risk reduction and the development and implementation of interventions will be presented. Emphasis will be placed on understanding the role nutrition plays not only in health but also in disease prevention.

3 Credits

HSCI 855

Integrative and Complementary Medicine (Clinical concentration)

This course will provide students with a working knowledge about integrative and complementary medicine and clinical applications for patient/client care and research. Federal regulations, cultural beliefs, scientific research and perceived benefits and risks will be explored. The appropriateness of integrating these therapeutic modalities into conventional medicine will also be explored.

3 Credits

HSCI 848

Teaching in the Health Professions (Education concentration)

This course provides an analytic and developmental approach to the roles and functions of the health professional teacher. Discussions will focus on teaching roles, style and philosophy and the application of learning theory to instructional design and lesson planning. Emphasis will be on selection and application of appropriate teaching strategies and assessment methods according to the goal(s) of instruction and identified learner characteristics. Other issues that will be addressed are student problem management, key ethical and legal responsibilities, and the incorporation of research evidence into teaching practice.

3 Credits

HSCI 849

Educational Assessment (Education concentration)

This course reviews the types, purposes, procedures, uses, and limitations of assessment strategies and techniques. The use of standardized testing and implications for current practice is also discussed. Topics such as creating and using assessment tools that improve
Health Sciences

instruction (formative assessments) as well as gauge its success (summative assessments) will be reviewed. Learning to design assessments that are carefully aligned with educational objectives is another component of this assessment course. This course will explore aspects of developing objective and subjective exams. Another topic involves the methods of developing and revising assessment tools such as rubrics, checklists, and scoring guides.

3 Credits

HSCI 851
Advanced Clinical Nutrition Assessment, Intervention and Application I

Integrative nutrition and functional medicine in Metabolic Health Issues and Cardio Vascular Health (Metabolic Syndrome, Obesity, Weight Loss Resistance, Diabetes Mellitus, Diabesity, Non – Alcoholic Fatty Liver Disease, Liver Disease, Hypertension, CVD, CHD, Arrhythmia, Vascular Health, Hyperlipidemia, Gastric Bypass Surgery, Hypothyroidism, Hashimoto’s Thyroiditis, Graves’ Disease and other Endocrine Disorders).

Critical assessment and evaluation of current Evidence Based Nutrition (EBN) and other interventions: Low Glycemic Index and Glycemic Load Diets, DASH Diet, Vegetarian Diet, Ketogenic Diet, Fruitarian, Paleo Diet, Whole 30 Diet, Elimination Diets, IFM Intermittent Fasting and Mitochondrial Diet, IFM Carbohydrate Metabolism Diet, and all weight loss and FAD diets as they pertain to Metabolic Health Issues and the potential dangers of them. Supplementation EBN evaluation, assessment and dosing for condition specific application.

3 Credits

HSCI 852
Advanced Clinical Nutrition Assessment, Intervention and Application II

Integrative nutrition and functional medicine in Digestive Health Issues (Reflux Disorder (GERD), Ulcerative Colitis, Constipation, Diarrhea, Crohn’s Disease, Celiac Disease, Non-Celiac Gluten Sensitivity, Dysbiosis – Intestinal Permeability, Diverticulitis, Irritable Bowel Syndrome, Hemorrhoids, Gallbladder, Pancreatitis, Detoxification, Food Allergies and Sensitivities, Small Intestinal Bowel Overgrowth, Small Intestinal Fungal Overgrowth, Fibromyalgia, Chronic Fatigue Syndrome, Anemias).

Critical assessment and evaluation of current Evidence Based Nutrition (EBN) and other interventions: Gluten Free Diets, Casein Free Diets, Elimination Diets, Autoimmune Paleo Diet, FODMAPs, Specific Carbohydrate Diet, Mono Dieting, Liquid Fasting, IFM Elimination Diet, Anti – Candida Diet, GAPS Diet and others.

Supplementation EBN evaluation, assessment and dosing for condition specific application.

3 Credits

HSCI 858
Curriculum and Syllabus Development in Higher Education (Education concentration)

This course will explore the various types of curricula that exist within organizations as well as goals and philosophical orientations to education. The course is designed to provide students with the knowledge and skills to fulfill leadership positions as enlightened educators. Students will gain a broad understanding of the curriculum development process. Topics will include translation of societal and community expectations into theoretical curricular frameworks for application to problem solving and initiatives for change. Discussions will revolve around what knowledge is most worth learning, why it is worthwhile, and how it will be delivered. Topics will include the effect of internal and external forces on the curriculum. The course will also cover creation of syllabi with a description of the required components.

3 Credits

HSCI 860
Evidence-Based Practice (EBP) (Elective)

This course introduces practitioners to principles of evidence-based practice (EBP), policy, practice guidelines, and information utilization for practice modeling. Increasingly, health care practitioners are presented with new information about recent findings from research and professional consensus statements regarding best-practices and practice guidelines. This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the students own, personalized approach to practice.

3 Credits

HSCI 865
Principles of Health Policy and Management (Elective)

This course discusses the general principles of planning, management, evaluation, and behavior of public and private health care organizations at the local, state and national levels. The course examines the organization, financing, and delivery of public health and personal health services, with emphasis on major current health policy and management issues related to access, quality and cost.

3 Credits

HSCI 870
Principles of Environmental Toxicology (Elective)

Environmental toxicology is the study of the nature, properties, effects and detection of toxic substances in the environment and in any environmentally exposed species, including humans. This course will provide a general understanding of toxicology related to the environment. Fundamental toxicological concepts will be covered including dose response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity and teratogenesis, mutagenesis, carcinogenesis and risk assessment. The course will include an overview of chemodynamics of contaminants in the environment including fate and transport. The course will examine chemicals of environmental interest and how they are tested and regulated.

3 Credits

HSCI 875
Infectious Diseases (Elective)

This course provides a detailed examination of emerging and reemerging infectious disease, focusing on significant illnesses found in various regions of the world. Topics include information on the underlying mechanisms of microbial emergence, the technology used to detect them, and the strategies available to contain them. Discussion will involve diseases and their causative agents that are major factors in the health of populations the world over. This course will provide a clear understanding of factors associated with disease emergence and re-emergence can help medical and public health professionals to identify, study, and control new and renewed epidemics and out-
breaks. Epidemiological characteristics such as incubation period, infectious period, and means of transmission, the immune response, treatment, prevention and surveillance of these infectious diseases will be evaluated. Up-to-date selections from infectious disease journals as well as information from the Centers for Disease Control and Prevention, the World Health Organization, MedLine Plus, and the American Society for Microbiology will be included to ensure that topics are kept current.

3 Credits

HSCI 888

Medical Toxicology (Elective)

This course covers the adverse health effects of exposure to drugs or substances of abuse. The principles of toxicodynamics, toxicokinetics, biotransformation, diagnosis and treatment will be discussed. Emphasis will be placed on mechanism(s) of action of the various drug classes, body system(s) affected, clinical manifestations of problems and the resulting adverse effects on human health and society. Methods of treatment and client education will also be addressed. Laws controlling and governing the use of these drugs/substances and the agencies responsible for them will also be covered.

3 Credits

HSCI 889

Comparative Health Systems (Elective)

This course examines health systems from a comparative perspective in order to understand how various countries address similar problems. This course begins by discussing global health themes, including: international health organizations, right to health, access to medicines, significant international health issues, women's health, children's health, and the environment and health. The course includes a discussion of the different approaches and methods used in comparative health care systems and examine some of the key concepts that will allow for meaningful policy comparisons across countries. The course explores what healthcare systems do and how they have evolved. Different frameworks for healthcare delivery, financing, coverage, and allocation of resources are examined. Students will learn to analyze the advantages and disadvantages of various ways of organizing and financing health care and to evaluate health policies according to a range of criteria for cost, quality and equity. The focus will be on select health care systems around the globe and review the structure and functioning of their health systems.

3 Credits

HSCI 890

Dissertation Seminar (Required)

This course is designed as a general seminar for all doctoral students in the D.H.Sc. Program. This seminar does not focus on a specific content area but instead is designed to provide students with an overview of the requirements for completing a doctoral dissertation, and provide a forum for discussing dissertation-related concerns and issues with other students. In particular, the seminar emphasizes the development of the conceptual and research skills necessary for the completion of the doctoral dissertation, including the formulation of the dissertation proposal (selection of an area and topic, formulation of appropriate research questions/hypotheses, rationales etc.), the development of the skills necessary for identifying and critically evaluating published research relevant to the chosen dissertation topic, as well as an appropriate research methodology for empirically evaluating the hypotheses proposed. Designed in a seminar format, this course guides students through the formative stages of proposal development in which constant, critical thinking is required. Interaction among the instructor and students is important to transform ideas into a doctoral dissertation project.

3 Credits

HSCI 891

Dissertation I (Required)

This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the doctoral dissertation process. Students learn about all aspects of the process of developing and carrying out the doctoral dissertation, and they gain an understanding of standards and expectations that students need to meet in order to be successful in completing the dissertation process. Throughout the course, students are required to work closely with their dissertation advisor, as appropriate. Student performance in the course will be assessed by their advisor. To make substantial progress, it is essential that students set and meet goals and have regular contact with their advisor to ensure the dissertation is progressing in a focused and high quality manner. Students will also prepare a dissertation proposal presentation. The course concludes with scholarly discussions and critique of peer presentations.

3 Credits

HSCI 892

Dissertation II (Required)

This course focuses on the completion of the doctoral dissertation. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. Students will work closely with their advisor throughout this process.

3 Credits

HSCI 895

On Campus Seminar (Required)

An intensive one week on campus seminar is the culmination of the Doctor of Health Sciences degree program. This seminar will provide students with a unique on-campus learning experience. Health care professionals who are established and leaders in their fields will be recruited as guest lecturers. Topics such as improving patient care and interviewing techniques will be featured. Finally, students will be required to present their dissertations and submit a report of their experiences at the seminar.

4 Credits

Information Systems and Knowledge Management

335

Information Systems and Knowledge Management

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 400

Information Systems and Technology

Information technology has become a key component for accomplishing strategic and operational goals in organizations today. As such, organizations expect their new employees to have a basic understanding of information technologies. To accomplish organizational goals and advance one's career path, one needs to understand and apply information technologies effectively, efficiently, and creatively. The purpose of this course is to provide an introduction to information systems and technology and to familiarize students with the fundamental concepts and principles of information systems. The course is targeted for graduate students who have little or no background in information systems. Therefore, it focuses on breadth of coverage rather than depth in any specific area. Prerequisites: Admission to graduate study.

3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 505

Knowledge Management and Business Intelligence

This course will explore various issues of creating, storing, sharing and applying knowl-
edge in organizational environment. The course introduces guiding theories and concepts of knowledge management and examines various tools used in the processes. Then the course also explores business and management topics in knowledge management, including general issues in evaluating informal systems like knowledge management systems and the relationship of knowledge management to the work, etc. Prerequisites: ITKM 505 and completion of all core courses or concurrent registration in final core courses.

3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 548
Enterprise Intelligence & Decision Support System
If information is business’ lifeblood then enterprise intelligence (referred to as “business intelligence” and “BI” for the remainder of this document) is its beating heart, ensuring actionable information reaches everyone who needs it throughout the enterprise. With business analytics, big data and cloud BI expounding in the marketplace professionals should understand BI to help their enterprises harness the power of their data. This course provides that understanding. Additional topics and cases are added to compliment the text, written for managers grappling with how to leverage their enterprise data for positive results.

3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 549
Technical Concepts for Analytics Professionals
Success requires knowledge of your functional area and mastery of the data that fuels it. This course provides the technical understanding and critical thinking skills needed to adopt, learn and apply relevant tools and techniques to analyze data with confidence. Students will gain hands on experience with structured query language (SQL) and R, from an applied perspective. In addition, they will be exposed to database, programming, analytics and statistical concepts. They will emerge ready to engage in additional study or to secure jobs in the marketplace that require these skills.

3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 500
Information Technology & Quantitative Methods
Data preparation and cleaning, data analysis, and data visualization are now at the heart of managerial decision making. This course will illustrate both IT and Quantitative Methods through three fairly involved examples and extensive hands-on experience. Cleaning data will lead us to database principles that underlie data independence and referential integrity. Summarizing a modest-sized dataset (about 8,000 rows) will introduce statistical summaries, some basic visualization tools, and the statistics behind correlation coefficients and matrices. Pivot Tables and various visualization techniques will allow us to answer the question, “What is the data telling us?” The final project allow us to apply results from calculus to generate forecasts which we will then visually and statistically compare by using 3-D graphics and hypothesis testing. We will use the computer for the entire course; nothing is done by hand.

3 semester credits

INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT 560
Foundations in Advanced Enterprise Analytics
This course introduces the student to advanced business analytics. The course covers how to manage business analytics studies, exploratory data analysis, diverse modelling algorithms, and forward-looking reporting techniques. It is assumed that the student is comfortable with programming, and can learn and use new programming languages.

3 semester credits

Management

MANAGEMENT 400
Leadership and Management
The purpose of this course is to introduce students to the primary tenets of leadership and management. Successful organizations foster both innovation and efficiency. Students will evaluate the different dynamics related to realizing organizational progress through the effective and efficient use of talent, structure, culture, methods, and technology. In addition to the required textbooks, students will be required to research industry journals as a way to evaluate the application of leadership and management techniques in real settings across various industries. Prerequisites: Admission to graduate study.

3 semester credits

MANAGEMENT 500
Management & Marketing
This course serves as a graduate introduction to the theory and practice of both management and marketing, two separate, yet related, fields of business study. The management portion of the course will address the four key tenets of management: planning, organizing, leading and controlling. The marketing portion of the course will address creating, delivering, and communicating value by building customer relationships via the marketing mix: product, price, place (distribution), and promotion. Both parts of the course will examine the effects of globalization, technology, and social responsibility. In addition to textbooks and other readings, the course will use individual and group projects to develop real-world solutions to challenges posed in these two disciplines.

3 semester credits

MANAGEMENT 505
Organizational Behavior
This course permits students to examine both theory and practice of interpersonal, team and organizational behavior. Individual and small group projects develop and illustrate principles of relationships, communications, role assignment, leadership and conflict management in organizations. Experiential designs permit learning through group participation, case analysis and individual problem solving. Prerequisites: MGMT 400 and completion of all core courses or concurrent registration in final core courses.

3 semester credits

MANAGEMENT 510
Managerial Economics
3 semester credits

MANAGEMENT 511
Human Resources Management
This course is an in-depth survey of current theory, research and practice in the management of human resources in organizations. Job design, recruitment, selection, performance feedback, goal-setting, training, employee rights, safety, compensation and benefits issues are reviewed within the context of their application in the United States as a world standard for such practices, with comparisons to customs and practices in the international arena. Intensive research into current human resource topics is required. Prerequisites: MGMT 400, MGMT 505 and completion of all core courses or concurrent registration in final core courses.

3 semester credits

MANAGEMENT 512
Organizational Development
This course is a hands-on course that provides the concepts and practical tools needed to start a small business. The course offers instruction in accounting concepts specific to small businesses experience with accounting software. Understanding of financing opportunities including bank loans and venture capital will enable the student to obtain financing for a small business. Students will also study basic financial management principles relevant to small business. The course also focuses on setting up
the legal structure for the business by enabling the student to choose the appropriate organizational form and to study the regulatory and employment laws specific to small businesses. Prerequisites: MGMT 505 and completion of all required Management Major courses or concurrent registration in final required major courses. 

3 semester credits

MANAGEMENT 522
Conflict & Negotiation
The development of conflict-management and negotiating skills are taught in this course with particular emphasis on achieving effective and efficient outcomes within a global and multicultural context. Experiential exercises, readings and discussions will demonstrate various strategies for a broad range of negotiating scenarios, e.g., buyer-seller, management-labor, personal salary increase, etc. Prerequisites for Management Major or Human Resources Management Major: MGMT 400 and MKTG 400 and completion of all required major courses or concurrent registration in final required major courses. Course is cross-listed with MKTG 522. 

3 semester credits

MANAGEMENT 523
Leadership, Teams and Managing Change
This course focuses on the development of leadership skills important in the effective management of change. Through role-playing exercises, videotapes, diagnostic tools, seminar discussion, selected readings, and a group project, students will learn theory and build interpersonal skills necessary for providing leadership in diverse multicultural groups and organizations. The course will address the managerial issues present in organizations undergoing accelerating change and adopting a culture of creativity. Creating and sustaining high performance multi-cultural and interdisciplinary traditional and virtual teams is covered. Prerequisites for Management Major or Human Resources Management Major: MGMT 505 and completion of all required major courses or concurrent registration in final required major courses. 

3 semester credits

MANAGEMENT 524
Strategic Sourcing and Vendor Management
This course examines the somewhat recent economic evolution from a primarily manufacturing model to a more information driven economy with an emphasis on the impact of these changes on professional careers. Students will review and assess the primary attributes of IT, such as data management and software as a way to evaluate the potential role of technology in administering professional activities. In the final module, students will develop a personal strategy by reflecting on their individual attributes as a way to further develop their unique talents in the workplace. Prerequisites for Management Major and Operations Major: MGMT 505, MGMT 560 and completion of required major courses or concurrent registration in final major required courses. Students may take MGMT 734 or MGMT 540 but not both. 

3 semester credits

MANAGEMENT 529
International Issues
This course focuses on current international issues that affect business operations at home and abroad. Changing business environments are discussed and analyzed. Students are required to formulate new global business strategies in light of emerging international trends and events. In some cases, students may supplement their study by field trips and on-site analysis. 

3 semester credits

MANAGEMENT 548
Business Intelligence & Decision Support Systems

MANAGEMENT 545
Labor & Employment Law
Students study the current employment and labor law in the U.S. and the historical development of these laws from common law to existing law. The course covers a wide range of legal and regulatory topics needed for human resources management including workplace safety, family leave, equal employment and pay, wrongful discharge, privacy, harassment, and illegal workers. In addition, development of global laws and laws related to employment and labor in other countries are reviewed. Prerequisites: MGMT 400, BLAW 400 and completion of all core courses or concurrent registration in final core courses. Normally students take MGMT 511 before or concurrent with BLAW 545. 

3 semester credits

MANAGEMENT 555
Global Program and Project Management
This course focuses on the managerial aspects of how to effectively manage, plan and execute programs/projects with a focus on high quality deliverables arriving on time, within budget, within scope and to the customer’s satisfaction. Areas covered will include program and project management life cycle phases, executive sponsorship, portfolio investment management selection and prioritization, requirements, scope and project charters, planning, development, estimating, staffing, leadership, scheduling, risk management, change management, project metrics, vendor integration and management and other related topics. Prerequisites for Management Major or Operations Major: MGMT 505, MGMT 560 and completion of major courses or concurrent registration in final major required courses. Students may take MGMT 734 or MGMT 540 but not both. 

3 semester credits
topics. This course is based on current and emerging best practices and principles. Project Management certification requirements and real world case studies are discussed. Prerequisites: MGMT 400, MGMT 505 and completion of all core courses or concurrent registration in final core courses.

 MANAGEMENT 560
 Foundations of Business Process and Operations Management

The student is introduced to process management methods which are fundamental to delivery of products and services. Topics covered include capacity analysis and planning, inventory management, design of jobs for quality and cost effectiveness, demand forecasting, work flow management, queuing theory, project management and total quality management. Prerequisites for Operations Major: MGMT 400 and completion of all core courses or concurrent registration in final core courses. Prerequisites for Management Major and Human Resources Management Major: MGMT 400 and completion of required major courses or concurrent registration in final required major courses.

 MANAGEMENT 565
 Foundations of Product Management

This course focuses on the development of the entrepreneurial spirit and develops specific skills to fulfill plans that develop from that creative and persevering spirit. Many different aspects of entrepreneurial ability will be emphasized including a strong work ethic, leadership, team building and the development of business relationships. The course also covers the growth of an existing business through entrepreneurship. Students will conceive, develop and present a comprehensive business plan intended to obtain external financial support or internal organizational support. Prerequisite: MGMT 560. This course is intended for students in their next to last semester of study.

 MANAGEMENT 568
 Technical Concepts for Analytics

 MANAGEMENT 582
 Small Business and Entrepreneurship

This course focuses on the development of
forms have created a radically different business environment. The course examines the impact of the evolving virtual worlds of Internet and mobile commerce on the strategy of traditional “brick-and-mortar” companies. Up-to-date information will be utilized from current publications to provide the student with the ability to work in the new wireless world. This new business frontier requires most firms to significantly change their business strategy and presents unprecedented new opportunities for fast acting entrepreneurs. Prerequisites for Information Technology and Knowledge Management: MKTG 400, ITKM 400, and completion of all required Information Technology and Knowledge Management Major courses or concurrent registration in final required Major courses. Prerequisites for Marketing: MKTG 400, ITKM 400, and completion of all required Marketing Major courses or concurrent registration in final required Major courses. Course is cross-listed with ITKM 535.

3 semester credits

MARKETING 520
Customer Relationship Management
This course emphasizes the long term organizational value of developing relationships with customers. The first focus is on the use of data to provide increased value for the firm. Students will understand how to create value for the customer with a systematic analysis of customer needs. The second focus on the nature of interpersonal relationships in a business setting that develops long lasting business relationships. Prerequisite: MKTG 515 and completion of all required Marketing Major courses or concurrent registration in final required Major courses.

3 semester credits

MARKETING 540
Personal Sales and Sales Management
The purpose of this course is to develop the student’s ability to engage in real world professional sales and sales management. The foundation of personal sales is to be able to communicate effectively in both one-on-one sales situations and in group presentation situations. Psychological theory related to persuasion and interpersonal relationships will be used to provide the foundation for specific sales techniques. Practical experience in persuading, prospecting, negotiating, referrals, closing the transaction, and responding to buyer concerns will be utilized. The course will also focus on the management of a sales force including methods of compensation, motivation, hiring and retaining sales people, and the legal and ethical aspects of selling. Prerequisite: MKTG 515 and completion of all required Marketing Major courses or concurrent registration in final required Major courses.

3 semester credits

Mathematics

MATHEMATICS 401
Advanced Analysis for Scientists and Engineers I
Partial differential equations, Bessel functions, Legendre polynomials, Fourier series, boundary and initial value problems, topics in vector analysis, tensor analysis. Prerequisite: Math 301 (Differential Equations). One semester of advanced calculus strongly recommended.

3 semester hours

MATHEMATICS 402
Advanced Analysis for Scientists and Engineers II
Functions of a complex variable, conformal mapping, calculus of residues, operators. Prerequisite: Math 301 (Differential Equations). One semester of advanced calculus, or permission of the instructor.

3 semester hours

MATHEMATICS 403
Functions of a Complex Variable I
The general theory of functions of a complex variable. Complex algebra, analytic functions and their mappings, complex integration, infinite series, Taylor and Laurent expansion, isolated singularities, residue theory. Prerequisite: One year of advanced calculus.

3 semester hours

MATHEMATICS 404
Functions of a Complex Variable II
Continuation of Mathematics 403. Additional topics include insofar as time permits, harmonic functions, conformal mapping and applications, normal families. Riemann mapping theorem, analytic continuation, Riemann surfaces, infinite products, entire functions. Prerequisite: Math 403.

3 semester hours

MATHEMATICS 407
Introduction to Modern Analysis
Metric Spaces, sequences and series, continuity differentiation, Riemann-Stiejes integral, functions of several variables.

3 semester hours

MATHEMATICS 411 & 412
Introduction to Applied Mathematics 1 & 2
Introduction to Hilbert Space, Fourier Series, calculus of variations, boundary value problems, Green's functions and integral equations.

3 semester hours

MATHEMATICS 414
Numerical Analysis
Interpolation, numerical differentiation and integration, numerical solution of differential equations, least squares, error analysis. Prerequisite: Math 215 (Calculus and Analytic Geometry III) or equivalent. Math 301 (Differential Equations) strongly recommended.

3 semester hours

MATHEMATICS 415
Advanced Numerical Analysis
Convergence, numerical stability, round off error, truncation error arising from the approximation of differential and integral equations.

3 semester hours

MATHEMATICS 423
Mathematical Statistics I
Probability theory, discrete and continuous distributions, transformations, moment generating functions, characteristic functions, central limit theorem, sampling distributions. Prerequisite: Math 215 (Calculus and Analytic Geometry III) or equivalent.

3 semester hours

MATHEMATICS 424
Mathematical Statistics II
Continuation of Mathematics 423. Additional topics include estimation, testing of hypotheses, confidence intervals, regression, and analysis of variance. Prerequisite: Math 423 or Math 323.

3 semester hours

MATHEMATICS 431
Introduction to Topology and its Application
Elements of point set theory; introduction to topological spaces including metric spaces; separation and count ability axioms; connectedness; compactness; completeness. Prerequisite: One year of advanced calculus.

3 semester hours; offered as needed

MATHEMATICS 451
Linear Algebra and Matrix Theory I
Linear vector spaces, bases, dimension, inner product, norm, orthogonality. Linear transformations, matrices, matrix algebra, Hamilton-Cayley Theorem, eigenvalues and eigenvectors, rank. Prerequisite: Math 391 (Modern Algebra) or equivalent.

3 semester hours

MATHEMATICS 453
Modern Algebra I
Groups, rings, fields, ideals, polynomials. Prerequisite: Math 391 (Modern Algebra) or equivalent.

3 semester hours
Mechanical Engineering 407
Modern Materials and Advanced Manufacturing Technologies
This course focuses on the study of modern industrial materials and the process of developing creative solutions through conceptual analysis and synthesis on different advanced and automated manufacturing processes. The course will help students to learn the emerging topics in the material and manufacturing industries. The topics cover the study on today’s popular industrial materials, material selections and industrial applications, and their related manufacturing techniques in US industry. Topics also include the introduction of quality control (QC) process that is important to the production with the high quality. The course has two class projects which will guide and help students to learn the ways of preparing for professional research and keep track of the latest technologies in modern materials, advanced and automated manufacturing processes. Pre-requisites: Engineering 111, Mechanical Engineering 223.
3 semester hours

Mechanical Engineering 410
Advanced Fluid Dynamics
Advanced topics in applied fluid mechanics. Review of continuity, momentum, and energy equations for viscous, incompressible fluid; voracity and circulation concepts and theorems. Selected topics from the following areas: Complex potential, conformal mapping and applications. Airfoil and wing theory. Boundary layer theory; similarity solutions for laminar flows, integral techniques for turbulent flows. Compression and expansion waves in compressible flows; oblique shock waves, Prandtl-Meyer flow. Propagating waves and applications; shock tube, transients in duct systems. Pre-requisite: Undergraduate Fluid Mechanics, Mechanical Engineering 309.
3 semester hours

Mechanical Engineering 415
Propulsion
The course instructs the student in aerospace propulsion systems including both air breathing and non-air breathing devices. The course reviews the basic physics, chemistry, thermodynamics and gas laws applicable to propulsion devices. Details of individual engine components such as diffusers, compressors, turbines, propellers, nozzles, and afterburners as well as all major engine types (turbofans, turboprops, turbojets, ramjet) are studied. Course projects include utilization of engine propulsion software and sizing an engine for an aircraft. Prerequisite: Mechanical Engineering 203, Mechanical Engineering 307.
3 semester hours

Mechanical Engineering 421
Computer Aided Designing Project
This advanced course focuses on some hot and very practical topics in today’s industrial design applications. Also, some useful knowledge, such as PLC (Program Logic Control), calculation and selection of industrial motors, fundamentals of automation, sensor technology, and selection of material on different industrial applications are included. Several more complicated projects in this class will help students learn how to manage the different engineering projects and understand all related design issues which will improve the future production and manufacturing process. Pro-E will be used as a 3-D CAD tool to design these advanced engineering projects. All projects should be presented by students in the class. Pre-requisites: Mechanical Engineering 421.
3 semester hours

Mechanical Engineering 423
Computer Aided Manufacturing (CAM) and NC Machining
This course applies manufacturing and various numerical controlled software for designing computer-aided manufacturing and NC machining systems, processes and algorithms. This course is heavy in implementation of various manufacturing technologies and programming of NC machines. Pre-requisites: Engineering 111, Physics 111, Mechanical Engineering 421.
3 semester hours

Mechanical Engineering 424
Advanced CAM & Automation
This course teaches students to simulate advanced manufacturing processes by learning high level functions in Pro-Engineer/Pro-Manufacturing software package. This course will cover the topics of some advanced and special manufacturing technologies, including laser cutting & welding, water jet cutting & cleaning, and plasma cutting & welding. Automation related topics will also be introduced, including the analysis and application of PLC control systems in manufacturing facilities and modern production systems. Several advanced and real projects will help students to be proficient in using this CAD/CAM package and learn more of US industrial & engineering knowledge through the instructor’s lectures & guidance and also the students’ self-motivated work. Pre-requisites: Mechanical Engineering 350D, Pre-requisites: Mechanical Engineering 372.
3 semester hours

Mechanical Engineering 425
Machinery and Mechanical System Design
This course focuses on the process of developing creative solutions through conceptual analysis and synthesis on machinery and biomedical instrument design and development processes. The topics cover the concepts of automated and high speed machinery design, basic biomedical instrument design, FDA regulation in biomedical instrument design, basic instrument mechanism design in assisting manufacturing processes, and other biomedical design techniques in today’s US biomedical industries. Pro/Engineer will be used as the computer-aided design CAD tool to design the high function machinery and biomedical instrument in this class. Pre-requisites: Mechani-
Mechanical Engineering

MECHANICAL ENGINEERING 426
Material Selection for Mechanical Engineers
This course provides students a systematic approach to the selection of materials and processes at various design stages for mechanical engineering applications. The concept of materials performance indices and materials selection charts are introduced with the detailed background of material properties, processing, and mechanics. Structured case studies are shown to use this methodology to select materials for numerous mechanical designs.

MECHANICAL ENGINEERING 429 (MEEG 429/ELEG 429)
Electronics Cooling
This course is designed to help students understand the thermal challenges and demands of the electronics field. Fundamentals and physics of thermodynamics, heat transfer, and fluid mechanics will be introduced and shown how to apply them to the design and testing of electronic hardware. The thermal characteristics and thermal failure modes of electronic components, and reliability prediction techniques will be reviewed. Numerical simulation and commercial CFD packages will be introduced for thermal analysis. Students will have a good understanding of the heat transfer and fluid mechanics principles affecting proper thermal management of electronic components and develop skills to identify potential thermal design problems and develop reliable, cost-effective solutions.

MECHANICAL ENGINEERING 430
Design & Innovation
The objective of this course is to convey a sense of Design and Innovation in the development of products. To accomplish this the class shall review a number of case studies and participate in the design of a project. In addition to the semester project we shall discuss a number of topics of concern to Design and Engineering through illustrated talks (slides/tapes) and when available with guest designers and engineers.

MECHANICAL ENGINEERING 440
Ergonomic Factors in Design
This course introduces the student to the concepts of ergonomics. Ergonomics is the study of fitting the workplace and devises to the capabilities of the human worker. Students will have an understanding of the beginnings and evolution of the field of ergonomics. They will learn to recognize risk factors associated with repetitive stress disorders (e.g., carpal tunnel syndrome) and potential strain/strain injuries as well be familiar with the body areas affected. This course covers principles of physiology and biomechanics and how they apply to workstation and tool design. Pre-requisites: Engineering 111.

MECHANICAL ENGINEERING 441
Heating, Ventilating and Air-Conditioning System Design
This course focuses on HVAC systems design. Coverage of HVAC systems includes system type and selection, design, components, materials, installation, and commissioning. Pre-requisites: Mechanical Engineering 307, Mechanical Engineering 363.

MECHANICAL ENGINEERING 445
Ergonomic Factors in Design
This course is designed to give students an advanced understanding of mechanics of materials and their usage in design of mechanical structures and systems. Two-dimensional and three dimensional stress and strain, stress and strain relations, principal stresses, failure theories, factors of safety, stress concentration, beam theory, plate theory, column theory, thin-walled pressure vessels, energy methods, contact stresses, thermal strains, impact effects, fatigue and fracture, elastic stability. This course includes a design project.

MECHANICAL ENGINEERING 450
Finite Element Methods in Mechanical Engineering
Formulation of finite element characteristics using energy methods. Convergence criteria. Consistent load and mass matrices. In-plane and axisymmetric analysis using simple and higher-order triangular and quadrilateral elements. Finite element analysis of plate-bending problems. Isopara-metric concepts and formulation; applications to two-and three-dimensional stress analysis. Topics from the following areas will be chosen as time allows: buckling and vibration studies using discrete element techniques; finite element applications in fluid flow and heat transfer.

MECHANICAL ENGINEERING 451
Advanced Strength Analysis
This course is designed to give students an advanced understanding of mechanics of materials and their usage in design of mechanical structures and systems. Two-dimensional and three dimensional stress and strain, stress and strain relations, principal stresses, failure theories, factors of safety, stress concentration, beam theory, plate theory, column theory, thin-walled pressure vessels, energy methods, contact stresses, thermal strains, impact effects, fatigue and fracture, elastic stability. This course includes a design project.

MECHANICAL ENGINEERING 452
Advanced Vibrations
Brief review of systems with one and two degrees of freedom. Rayleigh’s method. Application of Lagrangian and matrix methods to discrete systems with many degrees of freedom; normal mode theory; vibrations of finite continua; solution methods and mathematical properties. Numerical and computer methods. Sensitivity analysis. Applications to machines and structures. Pre-requisites: Mechanical Engineering 315 or equivalent.

MECHANICAL ENGINEERING 453
Advanced Vibrations
Brief review of systems with one and two degrees of freedom. Rayleigh’s method. Application of Lagrangian and matrix methods to discrete systems with many degrees of freedom; normal mode theory; vibrations of finite continua; solution methods and mathematical properties. Numerical and computer methods. Sensitivity analysis. Applications to machines and structures. Pre-requisites: Mechanical Engineering 315 or equivalent.

MECHANICAL ENGINEERING 454
Advanced Dynamics
Orthogonal coordinate systems and their transformations. Particle kinematics in inertial and noninertial rotating coordinate systems. Dynamics of systems of particles and rigid bodies. Virtual work and generalized coordinates. Lagrange’s equations and Hamilton’s principle for holonomic and non-holonomic systems with applications. Lagrange multipliers.

MECHANICAL ENGINEERING 455
Mechanics of Composite Materials

MECHANICAL ENGINEERING 456
Fatigue and Fracture Mechanics
Brittle fracture of structures, elastic stress analysis of cracked components, static and dynamic failures, plane stress and plane strain, elastic-plastic fracture mechanics, fatigue crack growth and life prediction under constant and variable amplitude loading, environmental effects. Term work is mainly design problems and is computer oriented. Pre-requisites: Undergraduate Strength of Materials, Mechanical Engineering 223.
Mechanical Engineering

MECHANICAL ENGINEERING 462
Applied Thermodynamics
This course is designed to review the fundamentals of classical thermodynamics and apply them to the analysis and design optimization of power and refrigeration energy systems incorporating heat exchangers and combustion processes. The topics include: principles of thermal energy conversion; properties of pure substances and mixtures; first and second laws of thermodynamics; entropy; exergy; closed and open systems of various types; applications of the principles of thermodynamics to components and systems, including pumps, compressors, engines, turbines, power plants, renewable energy systems; power and refrigeration cycles. Prerequisite: Mechanical Engineering 203, Mechanical Engineering 307, Mechanical Engineering 363
3 semester hours

MECHANICAL ENGINEERING 463
Advanced Heat Transfer
Topics in conduction, convection and radiation heat transfer. Numerical methods, phase change, boundary layer principles, gas and solar radiation, combined heat and mass transfer. Prerequisite: Mathematics 301, Physics 209, Mechanical Engineering 208.
3 semester hours

MECHANICAL ENGINEERING 464
Advanced Heat Transfer
This course provides the examination of using renewable energy resources within thermal fluid systems. This class will explore principles and technical details of various thermal renewable energy technologies, such as solar heating & cooling, solar power plant, thermal energy storage, wind energy, geothermal. Prerequisite: Mechanical Engineering 203, Mechanical Engineering 307, Mechanical Engineering 363
3 semester hours

MECHANICAL ENGINEERING 470
Satellite Design and Technology
This course teaches the entire process of small satellite design, fabrication, integration and testing. The course covers the following topics: history of satellite design, satellite mission design; environment and hazards of space flight; orbits and astrodynamics (including spacecraft orbital elements and satellite tracking software); thermal control, materials and structures, power (including solar panels), propulsion, overview of payloads (communications and observation) data acquisition systems; ground station operation; NASA small satellite testing specifications and thermal, vacuum and vibration testing. Prerequisites: Mechanical Engineering 252, Mechanical Engineering 307, Mechanical Engineering 363 or consent of instructor.
3 semester hours

MECHANICAL ENGINEERING 477
Additive Manufacturing
Additive manufacturing (AM) or 3D printing is a process of joining materials to make objects from 3D computer aided design (CAD) data. This course is designed to introduce students to the various AM processes, their theory and industrial practices, the latest developments and critical challenges in developing novel AM processes and applications. The expected outcome of this course is to train future engineers to innovate AM processes, select appropriate AM process for specific design-manufacturing applications. It includes a design project with 3D printing practices. Prerequisites: Mechanical Engineering 223, Mechanical Engineering 350D.
3 semester hours

MECHANICAL ENGINEERING 479
CNC Machine Control and Milling
This course introduces the CNC milling machine to students. Included are machine and shop safety, CNC coding, material selection, machine maintenance, proper use of the coolant systems and tools. Routine machine procedures and implementation are covered in preparation for several machine operations to develop student skills.
3 semester hours

MECHANICAL ENGINEERING 490
Intellectual Property and Technology
This course is designed for graduate students who have an undergraduate degree in Engineering. Computer Science, Mathematics, Physics, Biology, Industrial Design, etc. Students need not have any familiarity with United States law but they must be prepared to read extensively under the instructor’s guidance, statutes and cases decided by the Federal and State courts. Pre-requisites: Undergraduate degree in Engineering or Sciences.
3 semester hours

MECHANICAL ENGINEERING 500
Graduate Co-op/Internship in Mechanical Engineering
By arrangement.
1-3 semester hours

MECHANICAL ENGINEERING 505
Welding Engineering
Welding is the most common method of joining similar as well as dissimilar materials. It has been used in almost all manufactured products in various sections of industries, such as pipelines, pressure vessels, aircraft, automobiles, microelectronic devices, medical devices, etc. Welding is a complex engineering discipline that involves processes, material science, design, inspection and quality assurance. This course is intended to provide knowledge of welding engineering and its application in developing and designing safe and durable welded structures. Major welding processes and their technical background will be introduced. This course also addresses design fundamentals applicable to welded structures and modeling and simulation of welding processes.
3 semester hours

MECHANICAL ENGINEERING 507
Management of Engineering Projects
The course focuses on the methods used to transform an engineering idea into practice. The course follows taking engineering design through the stages of systems engineering and new product development. Topics include project initiation, cost estimating and budgets, proposal writing, scheduling and planning, project tracking, construction, and startup.
3 credit hours. Prerequisite: graduate standing.
3 semester hours

MECHANICAL ENGINEERING 508(MEEG 508/BMEG 508)
Biomechanics
Biomechanics is the application of mechanical principles to living organisms that included bioengineering, research and analysis of mechanism in living organisms, and application of engineering principles to and from biological systems. This course can be carried forth on from the molecular level including collagen and elastin, all the way up to the tissue and organ level. Some simple applications of Newtonian mechanics can supply approximations on each level, but precise details demand the use of continuum mechanics.
3 semester hours

MECHANICAL ENGINEERING 510
Air and Space Vehicle Design
This course teaches the entire process of air flight vehicle and spacecraft conceptual design - from requirements definition to initial sizing, configuration layout, analysis, sizing, as well as the aeronautics and astronautics and environmental differences in which these vehicles travel. Conceptual similarities and differences between the two classes of vehicles are emphasized. The term project develops a prototype model vehicle implementation. Prerequisite: Mechanical Engineering 307
3 semester hours
Mechanical Engineering

MECHANICAL ENGINEERING 512
Computational Fluid Dynamics (CFD)
Computational fluid dynamics (CFD) is employed in a wide range of industries and disciplines, such as aerospace engineering, automotive engineering, biomedical science and engineering, chemical engineering, civil engineering, power engineering and sports engineering. Practicing engineers are constantly facing extreme challenges to solve complex fluid flow and heat transfer problems using commercial CFD software. To avoid flawed CFD simulation and results interpretation using commercial CFD packages by users with inadequate training, understanding the fundamental principles that underlie commercial CFD solvers can help the users to effectively harness the power of modern CFD for their research or design. This course is intended as an introduction to the scientific principles and practical engineering applications of CFD. It combines lectures on the CFD principles with projects of research or industrial applications. The emphasis of this course is not to teach the theory behind the CFD techniques, but to help the students apply the knowledge gained into practical use of commercial CFD software (COMSOL, ANSYS and/or STAR-CCM+). Students will apply these skills to relevant engineering applications and gain an appreciation of the limitations and advantages of CFD modeling. Prerequisite: Mechanical Engineering 307, Mechanical Engineering 363, or consent of instructor.
3 semester hours

MECHANICAL ENGINEERING 523
Advanced Composite Materials
Composite materials are ideal for structural applications where high strength-to-weight and stiffness-to-weight ratios are required. Aircraft and spacecraft are typical weight sensitive structures in which composite materials cost-effective. Usually, composite materials consist of two separate components, the matrix and the filler. The matrix is the component that holds the filler together and the filler makes the material strong. Most aerospace-application composites have strong, stiff long fibers as the fillers. The fiber makes the material behaves differently in different directions. This anisotropic behavior introduces complication in the analysis of the composite material. The course introduces the student to the basic concepts of the mechanical behavior of composite materials. Specific topics include the stress-strain relation for a lamina, micromechanics of composite materials, bending, buckling, and vibration of composite plates with various laminations, fatigue, fracture mechanics, and joints of composite structures. Prerequisite: Mechanical Engineering 310.
3 semester hours

MECHANICAL ENGINEERING 530 (MEEG 530/TCMG 530)
Foundations of Manufacturing Management
The objectives of the course are to understand and apply concepts and techniques in manufacturing management. The course includes the management of people (both traditional and high performance systems and teams), lean manufacturing techniques as used on the factory floor, and recent concepts such as Factory Physics. The course focuses on those issues that are important in supervising and managing a modern manufacturing operation. Prerequisites: graduate standing.
3 semester hours

MECHANICAL ENGINEERING 540
Simulation and Modeling Techniques
The purpose of this course is to provide an in depth coverage of the use of simulation and modeling as an analysis tool for the study of production and distribution processes. The course aims to develop a sense of critical thinking, learning and problem solving. Topics include: problem formulation, data collection and analysis, random variable generation, and statistical analysis of output. Utilizes a major simulation language, SIMAN.
3 semester hours

MECHANICAL ENGINEERING 546 (MEEG 546/TCMG 546)
Engineering Economics and Management
The course covers the concepts and methods that will assist engineering and technology managers and professionals to make alternative investment and funding decisions regarding projects, programs, products, business expansion and other alternatives using the financial calculations involving time value of money (IRR, ROI, NPV), uncertainty and risk. Topics include engineering and related financial evaluation techniques and formulas, choosing among alternatives, sensitivity analysis, economic analysis, opportunity costs, depreciation, amortization, probability, cost estimating and systems and others. Prerequisites: TCMG 484.
3 semester hours

MECHANICAL ENGINEERING 550
Aerodynamics and Hydrodynamics in Sports
The course is intended to instruct the student in general topics in sports aerodynamics and hydrodynamics and sport specific advanced topics, develop the methods and means of formulating the mathematical models of physical systems, develop problem-solving skills, develop knowledge and skill in experimental and numerical methods in areas of aerodynamics and hydrodynamics-related mechanical engineering. Prerequisite Mechanical Engineering 307.
3 semester hours

MECHANICAL ENGINEERING 560/BMEG 560/MEEG 560
Advanced Tissue Engineering
This course deals with specific elements of tissue engineering design and analysis. Approaches to the regeneration of three tissue systems will be analyzed utilizing engineering design. Concepts ranging from tissue development and dynamic growth conditions to ultimate tissue properties will be addressed. Students will be required to acquire understanding and expertise from analysis of primary literature and will complete group presentations on directed approaches to tissue design and engineering in three tissue systems. To ensure in-depth understanding of different aspects of tissue engineering the groups will be required to focus on one or two key aspects in each mini design module.
3 semester hours

MECHANICAL ENGINEERING 562 (MEEG 562/BMEG 562/ELEG 562)
Nanofabrication with Soft Materials
This is an advanced level graduate course focusing on fabrication of soft materials. Nanofabrication processes and Nano system products will be discussed. Fundamentals associated with chips fabrications and linking them toward soft materials assembly will be detailed. Emerging nanotechnology based methods for soft and green electronics, mechanical parts, MEMS, PCBS will be covered. Gene chip, label free sensory assay using micro and Nano fluids will be discussed. Transfer printing, DNA-protein interactions using the chip and several Nano-scale assemblies for soft materials fabrication will be discussed.
3 semester credits

MECHANICAL ENGINEERING 565 (MEEG 565/BMEG 565)
Biomedical Materials and Engineering
This course introduces the students with the progress of biomaterials used in biomedical engineering. This course discusses modern advanced level biomaterials and their engineering principles associated with their biomedical use. Hip, knee Prostheses, implants, grafts, sutures, stents, catheters materials and their application in Biomedical Engineering are covered. Designed biomaterials such as silicones, polyurethane, Teflon, hydrogels, bio nanocomposites are detailed. Modern Biology and biomedical engineering such as protein absorption, bio specific medical mate-
and apply concepts and techniques of product commercialization. The course focuses on taking student created product concepts and having student teams drive the concepts to become actual products. Product design, prototype creation, market analysis, and financial analysis all come together within the student team to create a viable product.

3 semester hours

MECHANICAL ENGINEERING 597 A
Master’s Project
Lecture hours and topics to be arranged with Department Chair.
1 credit hour

MECHANICAL ENGINEERING 597 B
Master’s Project (completion)
Lecture hours and topics to be arranged with Department Chair.
2 credit hours

MECHANICAL ENGINEERING 597 C
Master’s Project
Lecture hours and topics to be arranged.
3-6 semester hours

MECHANICAL ENGINEERING 598
Independent Study in Mechanical Engineering
Independent study of advanced topics in Mechanical Engineering and submission of project report as required. Problem assignment to be arranged with and approved by the Department Chair.
3 semester hours

Naturopathic Medicine

Basic Sciences

BASIC SCIENCES 511
Anatomy I
This course provides an in depth study of the macroscopic human anatomy and it covers the structure of the trunk and posterior neck. Clinical aspects of the vascular and neurological relationships of these regions will be emphasized.
4 lecture hours; 4 semester credits

BASIC SCIENCES 511 L
Anatomy I Lab
Anatomy laboratory to apply and reinforce information acquired in lecture. Exercises include the dissection of human cadavers and
the study of bones, models and interactive multimedia software.

3 laboratory hours; 1.5 semester credits

**BASIC SCIENCES 512**

**Histology**

This course is the study of the normal microscopic anatomy of the body and its relationship to function at the cellular, tissue, and organ level. Included is the study of the microstructure of epithelia, connective tissue, muscle, nervous system, digestive system, circulatory, reproductive systems and the endocrine system. Where indicated, there is an integration of normal histology with physiological and clinical concepts.

2 lecture hours; 2 semester credits

**BASIC SCIENCES 513**

**Embryology**

This course covers the developmental process of humans from conception to birth including the formation of tissues, organs and systems of the body, integrating histology and anatomy.

1 lecture hour; 1 semester credit

**BASIC SCIENCES 514**

**Biochemistry I**

This course introduces the student to the fundamentals of protein structure, DNA replication, gene expression, transcription, and translation.

2 lecture hours; 2 semester credits

**BASIC SCIENCES 515**

**Physiology I**

This course is the study of physiology at the molecular and cellular level. Included is the study of the function of all major tissues and organ systems. Clinical concepts and correlations are discussed.

3 lecture hours; 3 semester credits

**BASIC SCIENCES 521**

**Anatomy II**

This course is a continuation of Anatomy I and it covers the structure of the head, anterior neck and extremities. Clinical aspects of the neurological and vascular relationships of these regions will be emphasized. Prerequisites: NBS 511, NBS 511 L, NBS 512, NBS 513

4 lecture hours; 4 semester credits

**BASIC SCIENCES 521 L**

**Anatomy II Lab**

Anatomy laboratory to apply information acquired in lecture. Exercises include the dissection of human cadavers and the study of bones, models and interactive multimedia software. Prerequisites: NBS 511, NBS 511 L, NBS 512, NBS 513

3 laboratory hours; 1.5 semester credits

**BASIC SCIENCES 522**

**Public Health I**

Introduction to basic concepts of public health and epidemiology. Exploration of historical and contemporary cases in public health that shape current understanding of population health and disease prevention. Methods of instruction include lecture, discussion, assigned reading, and group work. Laboratory portion will focus on active identification, measurement, and problem-solving of common issues in the surrounding community. Prerequisite: NPS 501

1 lecture hour; 1 laboratory hour; 1.5 semester credits

**BASIC SCIENCES 523**

**Public Health II**

Exploration of themes in public health and epidemiology through the perspective of the naturopathic doctor in clinical practice. Connecting historical and contemporary problems in public health to clinical reasoning and naturopathic problem-solving. Methods of instruction include lecture, discussion, assigned reading, and group work. Laboratory portion will focus on active use of public health tools to solve problems in the surrounding community. Prerequisite: NBS 522

2 lecture hours; 2 semester credits

**BASIC SCIENCES 524**

**Biochemistry II**

This course is a continuation of NBS 514 Biochemistry I. Prerequisite: NBS 514, NBS 515

2 lecture hours; 2 semester credits

**BASIC SCIENCES 525**

**Physiology II**

This course is a study of the physiology at the organ and systems level and its interrelationships. Included is the study of the circulatory, endocrine, respiratory, renal, gastrointestinal, urogenital and nervous system. There is an integration of normal and pathological physiology and clinical concepts. Prerequisites: NBS 511, NBS 512, NBS 514, NBS 515

3 lecture hours; 3 semester credits

**BASIC SCIENCES 526**

**Neuroscience**

This course covers the anatomy and physiology of the central nervous system and of the cranial nerves. The organization of cortical and subcortical motor and sensory systems including the basal ganglia, cerebellum, and the brainstem is covered as well as higher cortical functions and parcellation of function in the cerebral cortex. Prerequisites: NBS 511, NBS 512

2 lecture hours; 2 semester credits

**BASIC SCIENCES 527**

**Microbiology I**

Comprehensive overview of structure, function, growth, and genetics of microorganisms. Methods of instruction include lecture, discussion, and assigned reading.

1 lecture hour; 1 semester credit

**BASIC SCIENCES 528**

**Microbiology II**

Bacteriology, virology, and mycology with an emphasis on modes of transmission, symptoms, diagnosis, treatment, and prevention of associated diseases. Methods of instruction include lecture, discussion, and assigned reading. Prerequisite: NBS 527

1.5 lecture hours; 1.5 semester credits

**BASIC SCIENCES 529**

**Biomedical Integration Lab I**

This course integrates the concepts of anatomy, physiology, biochemistry, and histology in a case-based format.

2 laboratory hours; 1 semester credit

**BASIC SCIENCES 530**

**Biomedical Integration Lab II**

This course is a continuation of NBS 529 Biomedical Integration Lab I. This course integrates the concepts of anatomy, physiology, biochemistry, and histology in a case-based format. Prerequisites: NBS 511, NBS 512, NBS 514, NBS 515, NBS 529.

2 laboratory hours; 1 semester credit

**Botanical Medicine**

**BOTANICAL MEDICINE 511**

**Botanical Pharmacy Lab**

This course introduces the history, identification, plant taxonomy, and nomenclature of medicinal plants used by the Naturopathic Physician, while providing practical experience in the preparation and extraction of botanical medicines.

1 laboratory hour; 0.5 semester credit

**BOTANICAL MEDICINE 521**

**Phytopharmacognosy**

This course is an overview of biochemical plant constituents, their interactions, energetics and synergy. Indications and contraindications of applications as well as drug/herb/supplement interactions are explored.

1.5 lecture hours; 1.5 semester credits

**BOTANICAL MEDICINE 611**

**Botanical Medicine I**

This course comprises a detailed survey of plants and plant preparations used in naturopathic practice, integrating traditional herbal knowledge with modern pharmacological research. The botany and ethnobotany, pharmacodynamics, phytochemistry, toxicology, and therapeutics of each plant are considered. Prerequisites: NBM 511, NBM 521, NBS 524,
Clinical Nutrition

NUTRITION 611
Nutrition I
This course provides the foundation for therapeutic nutrition. It explores the biochemistry of the macronutrients as well as the known vitamins and minerals in detail. Toxicities, deficiencies, therapeutic uses and appropriate doses are examined. Dietary requirements for micro and macro nutrients are covered. Prerequisite: NBM 621.

2 lecture hours; 2 semester credits

NUTRITION 621
Nutrition II
Nutrition II builds on the concepts learned in Nutrition I. Basic concepts of nutritional counseling, nutriceutical supplementation therapy, and therapeutic diet prescriptions are covered. Prerequisite: NNT611.

2 lecture hours; 2 semester credits

NUTRITION 711
Nutrition III
This course builds on previous nutrition courses, biochemistry, and research methods to focus on how to safely and effectively use vitamins, minerals, amino acids and other nutrients to improve health and address disease. Drug-nutrient interactions, nutrient-nutrient interactions, and food nutrient interactions are learned, as well as, how to apply nutraceutical principles to therapeutic prescription of nutrients. Prerequisites: NNT621, NCS621

2 lecture hours; 2 semester credits

NUTRITION 721
Nutrition IV
This course builds on previous nutrition courses and focuses on the use of food as medicine and therapeutic diets and clinical nutrition. Students will be expected to synthesize knowledge from biochemistry and basic nutrition for application to clinical conditions and lifespan issues. This class also explores current research and trends in nutrition and socioeconomic and cultural aspects related to food and diet therapy. Prerequisite: NNT711.

1.5 lecture hours; 1.5 semester credits

Clinical Sciences

CLINICAL SCIENCES 512
Emergency Medicine I
Training and practice in identifying and responding to emergent situations. Includes CPR and AED training. Methods of instruction include assigned reading and experiential work. Lab Fee. Co-requisite NCS 612

2 laboratory hours, 1 semester credit

CLINICAL SCIENCES 613L
Laboratory Diagnosis Lab I
In this course students will learn to perform in-office laboratory procedures including venipuncture. Co-requisite: NCS 612.

1 laboratory hour, 0.5 semester credit

CLINICAL SCIENCES 616
Immunology
This course covers specific and non-specific components of the human immune system and the role played by each in protection from microbes and non-living agents. Hypersensitivity reactions, immunodeficiency, autoimmune diseases, immune responses to cancer and psychoneuro-immunology are also discussed. Prerequisites: NBS 525, NBS 522

2 lecture hours, 2 semester credits

CLINICAL SCIENCES 617
Medical Genetics
This course covers the basis, the diagnosis, and the transmission of chromosomal and genetic disorders. The role of genetics and disease and the prenatal diagnosis of genetic and chromosomal abnormalities will be discussed. Special emphasis will be placed on preparing the students to recognize potential genetic abnormalities in a clinical setting, on methodologies to educate and inform patients on the genetic basis of their particular disease and on the resources available for additional testing, treatment or counseling. Prerequisites: NBS 515, NBS 521, NBS 525

1 lecture hour; 1 semester credit

CLINICAL SCIENCES 619
Introduction to Diagnostic Imaging
This course covers radiographic anatomy and imaging techniques. A basic introduction to imaging, including radiography, computer tomography (CT), magnetic resonance imaging (MRI), ultrasound, and bone scan (scintigraphy) is discussed. The basic concepts of these techniques and their use in diagnosis are discussed. This course will also cover basic ra-
diagnostic anatomy of the skeletal system and viscera. Co-requisites: NCS 611.
2 lecture hours; 2 semester credits

CLINICAL SCIENCES 621
Pathology and Diagnostic Imaging
This course continues the training of the fundamental basis of disease by studying pathophysiology on both organ system and multi-organ system scales. Organ systems studied include the cardiovascular, respiratory, urogenital, gastrointestinal, endocrine, musculoskeletal, and central nervous systems. Each pathophysiologic process studied is placed in a clinical context by reviewing associated physical, radiographic, gross, and microscopic findings. After completing this course curriculum, the student’s comprehension of clinical textbooks should be self-perpetuating. Prerequisite: NCS 611
5.5 lecture hours; 5.5 semester credits

CLINICAL SCIENCES 622
Clinical, Physical and Laboratory Diagnosis II
Continued integration of pathology, physical exam, and laboratory testing for appropriate diagnosis and treatment. Prerequisite: NCS 612.
6 lecture hours; 6 semester credits

CLINICAL SCIENCES 622L
Physical Examination Lab II
This course is a continuation of Physical Examination I. Students will complete the process of learning physical examination skills for all systems of the human body. Pre-requisite: NCS-612L. Co-requisite NCS 622
2 laboratory hours; 1 semester credit

CLINICAL SCIENCES 623L
Laboratory Diagnosis Lab II
In this course, students learn all the steps of performing laboratory procedures: pre-test patient instruction, filling out requisition forms, specimen collection, venipuncture, capillary blood collection, saliva and urine collection, specimen handling and processing, and interpretation of results. Students will learn sources of laboratory errors and be able to minimize error potential. They will also learn conventional and alternative labs for various organ systems. This course is a continuation of Laboratory Diagnosis Lab I. Pre-requisite: NCS-613L. Co-requisite: NCS 622.
1 laboratory hour; 0.5 semester credit

CLINICAL SCIENCES 714
Clinical Forum I
This course explores the clinical applications of the basic sciences and the clinical courses taught concurrently in this semester. Case presentations and clinical skills are emphasized through a problem based learning format using naturopathic principles as the foundation.
2 laboratory hours; 1 semester credit

CLINICAL SCIENCES 721
Pharmacology I
Dose response relationships, pharmacokinetics, pharmacodynamics, pharmacogenetics, drug toxicity, signal transduction and second messengers are covered. Drug interactions, indications/contraindications, food/herb interactions are discussed. The pharmacology and toxicology of the drugs of the nervous, respiratory and cardiovascular systems will be examined. Prerequisites: NBS 514, NBS 515, NBS 524, NBS 525
2 lecture hours; 2 semester credits

CLINICAL SCIENCES 723
Clinical Forum II
This course is a continuation of Clinical Forum I. It further explores the clinical applications of the basic sciences and the clinical courses taught concurrently in this semester. Case presentations and clinical skills are emphasized through a problem based learning format using naturopathic principles as the foundation.
2 laboratory hours; 1 semester credit

CLINICAL SCIENCES 724
Emergency Medicine II
This course focuses on identification of emergency situations and procedures, particularly as they present in ambulatory care and general practice. The course includes discussion, demonstration, and practice of treating patients within the scope of practice. Quick response and decision-making process for referral of the patient for treatment.
2 lab hours; 1 semester credit

CLINICAL SCIENCES 811
Pharmacology II
This course, a continuation from Pharmacology I, examines the most common pharmaceutical agents in clinical practice and the ones most likely to be encountered in a clinical setting in general practice. It reviews antibiotics, antimicrobials, both steroidal and non-steroidal anti-inflammatory agents, chemotherapeutic agents, hormones, and commonly prescribed medications. Prerequisite: NCS 721.
2 lecture hours; 2 semester credits

CLINICAL SCIENCES 812
Environmental Medicine
This course focuses on the health effects of pollutants in the home, workplace as well as in the air, water, earth, and food supply. Diagnosis and treatment of health conditions caused by these pollutants is covered with special emphasis on treating the chemically sensitive patient or those with environmental illness. Prerequisites: NCS 621, NCS 622
1 lecture hour; 1 semester credit

Naturopathic Practice/Organ Systems

NATUROPATHIC PRACTICE 621
Introduction to Biochemical Individuality
This survey course introduces the naturopathic student to the basics of personalized medicine and nutrigenomics.
1 lecture hour; 1 semester credit

NATUROPATHIC PRACTICE 714
Naturopathic OB/Gyn
This course synthesizes concepts of female anatomy, physiology, and pathophysiology and applies them to clinical conditions. Physical exam, laboratory and diagnostic evaluation, and clinical diagnosis are presented for major clinical conditions. Students will be prepared to discuss normal preconception, pregnancy, and postpartum-related concerns with their patients and to competently attend unplanned, emergent, but normal deliveries. Scope of practice, consultation, and referral requirements will be discussed. Naturopathic treatment of commonly encountered gynecological and obstetrical issues is included. Prerequisites: NCS 621, NCS 622.
3 lecture hours; 3 semester credits

NATUROPATHIC PRACTICE 721
Pediatrics
Upon completion of this course the student will be able to recognize and diagnose the conditions of the pediatric patient encountered in a general naturopathic practice. Naturopathic therapy and management of these disorders are discussed along with the appropriate use of referral. Prerequisites: NCS 621, NCS 622, NCS 623L.
2 lecture hours; 2 semester credits

NATUROPATHIC PRACTICE 722
Cardiology
This course covers the pathophysiology, advanced diagnosis, and treatment of cardiovascular diseases. Both conventional and naturopathic therapies are covered, and upon completion students will be able to understand and apply this knowledge to the care of patients with cardiac disease and know when to refer for specialized diagnosis and treatment. Prerequisites: NCS 621, NCS 622, NCS 623L.
2 lecture hours; 2 semester credits

NATUROPATHIC PRACTICE 725L
Gynecology Lab
Physical examination practicum relevant to gynecology, including breast and pelvic exams. Prerequisite: NNP 714.
1 laboratory hour; 0.5 semester credit

NATUROPATHIC PRACTICE 713
Gastroenterology
This course examines the digestive tract and
associated organs, and disorders associated with it. Physical examination, imaging, and laboratory techniques necessary to understand and diagnose these disorders are discussed along with their naturopathic treatment. Prerequisites: NCS 621, NCS 622, NCS 623L.
2 lecture hours; 2 semester credits

NATUROPATHIC PRACTICE 811
Eye, Ear, Nose and Throat
The diagnosis and naturopathic and traditional treatment of diseases of the eyes, ears, nose, and throat are discussed. Upon completion of this course students will be able to diagnose common and important diseases, know when to refer patients for specialty diagnosis and treatment, and will be able to apply naturopathic principles and modalities in case management. Prerequisites: NCS 621, NCS 622, NCS 623L.
0.5 lecture hour; 0.5 laboratory hour; 0.75 semester credit

NATUROPATHIC PRACTICE 812
Endocrinology
This course covers the diagnosis and naturopathic and traditional management of diseases and imbalances of the endocrine system. Upon completion, students will be able to recognize and diagnose hormonal disorders, know when to refer patients for specialty diagnosis and treatment, and be able to apply naturopathic principles and modalities in endocrine case management. Prerequisites: NCS 621, NCS 622, NCS 623L.
2 lecture hours; 2 semester credits

NATUROPATHIC PRACTICE 813
Neurology
This course constitutes a review of the neurological exam with emphasis on diagnosis of neurological conditions. It will include naturopathic treatment and management of diseases of the nervous system as they are discussed. Prerequisites: NBS 526, NCS 621, NCS 622, NCS 623L.
1.5 lecture hours; 1.5 semester credits

NATUROPATHIC PRACTICE 821
Geriatrics
This course covers the aging process and the new field of anti-aging medicine. Conventional geriatrics topics are discussed as well as topics on geriatric illnesses and their naturopathic interventions. Prerequisites: NCS 621, NCS 622, NCS 623L.
1 lecture hour; 1 semester credit

NATUROPATHIC PRACTICE 814
Urology/Proctology
This course covers disorders of the urinary system, male genitalia, and the anal-rectal region. Diagnosis and conventional and naturopathic management of cases are covered. Prerequisites: NCS 621, NCS 622, NCS 623L.
1 lecture hour; 1 semester credit

PRINCIPLES AND PRACTICE 513
Medical Ethics
An introduction to the principles of medical ethics. Provides a basis for the discussion of therapeutic choices and the role of the doctor in difficult medical decisions that will be reinforced throughout clinical studies. Learning strategies include lecture, discussion, assigned reading and written reflection. Prerequisites: None. Required for: Public Health I, Psychological Assessment, Clinical Practicum I.
0.5 lecture hour; 0.5 semester credit

PRINCIPLES AND PRACTICE 512
History and Philosophy of Naturopathic Medicine
This course will explore the philosophical foundations of naturopathic medicine, which form the basis for therapeutic intervention. Vitalistic medicine in the United States of America as an influence on the creation of the naturopathic profession will be discussed. The overall emphasis of the course will be on the philosophical principles that define the empirical “natural laws” which describe the phenomenon of healing. The relationship of naturopathic principles to medical science is included. This course will also examine the historical, socioeconomic, and political foundations of Naturopathic Medicine and its eclectic blend of healing arts and fundamental roots; Botanical Medicine, Nature Cure, Physical medicine, Hydrotherapy, Homeopathy, Energy Medicine, and Ancient Healing systems from around the globe.
2.5 lecture hours; 2.5 semester credits

PRINCIPLES AND PRACTICE 722
Philosophy of Naturopathic Medicine II
Naturopathy powerfully through healing mechanisms in the body and mind to maintain and restore health. Students will receive a more in-depth utilization of naturopathic methods and medicinal substances, which work in harmony with the human system, thus facilitating long-lasting health and recovery. In addition to employing various natural medicines, students will gain an important perspective of the vital force and its role in the healing process when used in conjunction with naturopathic principles. Prerequisite: NPP 512.
1 lecture hour; 1 semester credit

PRINCIPLES AND PRACTICE 711
Practice Management I
Students are taught procedures for the establishment and operation of a private practice. Practical aspects of small business management are discussed. Students are encouraged to begin thinking about their personal career path in naturopathic medicine. Prerequisites: NCS 611, NCS 612, NCS 613, NCS 621, NCS 622, NCS 623.
1 lecture hour; 1 semester credit

PRINCIPLES AND PRACTICE 813
Fundamentals of Entrepreneurship
This course will begin by addressing the concepts of entrepreneurship and developing a new venture. The course will address fundamentals such as the types of financing impor-
Homeopathic Medicine

HOMEOPATHIC MEDICINE 621
Homeopathy I
This course lays the foundation of the basic laws and principles of Homeopathy upon which future courses will build. The principles as set forth by Hahnemann in his Organon are the bases of the course. The student will also become thoroughly acquainted with the use of Kent’s repertory.
2 lecture hours; 2 semester credits

HOMEOPATHIC MEDICINE 711
Homeopathy II
This course will continue the examination of Homeopathy, with emphasis on the concept of acute prescribing, case taking, and analysis. Students will continue their discussion and understanding of the drug pictures of the remedies for acute complaints commonly seen in a general or family practice.
Prerequisite: NHM 621
2 lecture hours; 2 semester credits

HOMEOPATHIC MEDICINE 721
Homeopathy III
Students will continue their study of the hierarchy of symptoms as they are expressed in the repertory and will begin to recognize the key-note symptoms of polycrest remedies and be able to distinguish among them. Computer repertorization is used throughout to illustrate the relative values of possible rubrics to include in a given case.
Prerequisites: NHM 621, NHM 711
2 lecture hours; 2 semester credits

Traditional Chinese Medicine

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 511
NTCM I
The course sequence gives students the tools to integrate the basic philosophical concepts of TCM into naturopathic practice. In this introductory course, students will begin to apply TCM principles and medical philosophy to the human body. They will develop a basic understanding of the relationships between the TCM zangfu ("organs"), and of TCM modes of diagnosis, as found in the "Four Examinations" and "Eight Principles", including pulse, tongue, facial, palpation, and questioning techniques.
2 lecture hours; 2 semester credits

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 521
NTCM II
Students begin the study and practice of basic acupuncture and moxibustion techniques. Students will learn to identify meridians and acupuncture points. The basic tenets of clean needle technique and safe needle insertion as they relate to acupuncture will be covered. Students will learn and practice basic acupuncture protocols for common complaints.
Prerequisite: NTCM 511.
2 lecture hours; 2 semester credits

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 721
NTCM III
Students continue the study of traditional Chinese medicine as it is used in naturopathic practice. Students will practice diagnostic skills using physical examination and the ten questions, and identify patterns of Zang-Fu disharmony. They will learn and practice treatment techniques including needling, moxibustion, electroacupuncture, acupressure, and cupping. Required for students matriculating in 2017 and later.
Prerequisite: NTCM 521.
1 lecture hour, 2 laboratory hours; 2 semester credits

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 722
NTCM IV
Students continue to practice diagnostic skills and treatment techniques. Management of more complex cases will be addressed, including appropriate referrals to TCM specialists, medical doctors, and other healthcare providers. Required for students matriculating in 2017 and later.
Prerequisite: NTCM 721
1 lecture hour, 2 laboratory hours; 2 semester credits

Further study in TCM may be taken through the Acupuncture Institute. Refer to the catalog section on Acupuncture.

Physical Medicine

PHYSICAL MEDICINE 522
Living Anatomy: Palpation
This laboratory course introduces how to locate and palpate the bony landmarks, attachments/origins, and the superficial musculature of the entire body. It is an adjunct to the Anatomy courses and a precursor to the courses in physical medicine.
1.5 laboratory hours; 0.75 semester credits

PHYSICAL MEDICINE 523
Hydrotherapy
This course introduces students to the physiological principles and the clinical application of the therapeutic use of heat, water, and cold. In the laboratory portion of this course, students learn procedures by administering and receiving treatments and determining appropriate applications.
Prerequisite: NBS 511.
1 lecture hour, 1.5 laboratory hours; 1.75 semester credits

PHYSICAL MEDICINE 612
Physiological Therapeutics
This course covers the physical, clinical, and contraindications of the use of heat, cold, high-volt galvanism, interferential current, low-volt galvanism, ultrasound, electrical muscle stimulation, diathermy, and paraffin. Upon completion, students will be able to use these modalities both individually and in conjunction with other therapies in the treatment of musculoskeletal and other disorders.
Prerequisites: NBS 521, NBS 525.
1 lecture hour; 1 semester credit
Naturopathic Medicine

PHYSICAL MEDICINE 612L
Physiological Therapeutics Lab
Laboratory component of NPM 612 Physiological Therapeutics. Co-requisite: NPM 612. Prerequisites: NBS 521, NBS 525. 2 laboratory hours; 1 semester credits

PHYSICAL MEDICINE 621
Orthopedic Assessment
Students in this course will learn to diagnose orthopedic injuries and diseases. Those conditions that can be safely treated in a general practice setting are distinguished from those requiring referral to a specialist. Prerequisites: NBS 511, NBS 515, NBS 521, NBS 525. 1 lecture hour; 1 laboratory hour; 1.5 semester credits

PHYSICAL MEDICINE 711
Naturopathic Manipulative Therapeutics I
This course is a basic presentation of the principles and practices of manipulation of the axial spine. Lecture includes discussion of the neurological rationale for manipulation, as well as various methods of manipulation (both force and non-force techniques). Soft-tissue techniques such as Post-Isometric Relaxation Technique and Positional Release Technique will be discussed and taught in lab. Palpation, neurological and orthopedic evaluation will be performed prior to any manipulative procedures. Prerequisite: NPM 621 1 lecture hours, 3 laboratory hours; 2.5 semester credits

PHYSICAL MEDICINE 721
Naturopathic Manipulative Therapeutics II
This course will extend NPM711 by introducing principles and biomechanics of extremities as well as gait analysis. Non-force techniques such as Sacral-Occipital Technique (SOT) and Cranial-Sacral Techniques will be reviewed. Prerequisite: NPM 711 1 lecture hours, 3 laboratory hours; 2.5 semester credits

PHYSICAL MEDICINE 821
Therapeutic Exercise/Sports Medicine
This course provides an overview of exercise as a preventative and therapeutic tool. Students will learn to perform a fitness assessment and describe and monitor exercise programs for persons with a variety of common disease conditions as well as treatments for sports injuries. Prerequisite: NPM 721 2 lecture hours; 2 semester credits

Psychology

PSYCHOLOGY 511
Physician Self-Care
This course highlights the importance of self-reflection and self-care for those training to be Naturopathic Physicians. Students will explore the multidimensional aspects of health, the impact of stress on health, and effective strategies and tools for managing stress and attending to one’s health in a truly holistic manner. Introspective work and in-class discussions and exercises will be done. 1 laboratory hour; 0.5 semester credit

PSYCHOLOGY 501
Counseling Skills I
This course provides an introduction to developing the naturopathic practitioner/patient relationship via the development of communication skills. Professional issues such as ethics, confidentiality, trust, appropriate boundaries, and relationship building are included. Specific communication skills related to effective patient interviewing are practiced experimentally using exercises in class. Students practice the skills of attending, empathy, active listening, and focusing on important client concerns to identify and begin collaborative goal setting. 1 lecture hour; 1 laboratory hour; 1.5 semester credits

PSYCHOLOGY 621
Psychological Assessment
This course covers the diagnosis of psychiatric disorders according to the Diagnostic and Statistical Manual of Mental Disorders. Included is the development of the DSM, psychological assessment considerations, referral options, and treatment modalities including psychotherapeutic, psychotropic, and alternative interventions. Special attention is paid to addictions and eating disorders. Prerequisite: NPS 501. 2 lecture hours; 2 semester credits

PSYCHOLOGY 711
Counseling Skills II
This course introduces current holistic counseling theories and interventions through lectures, assignments, readings, and experiential exercises. Counseling skills with reference to actual cases are explored using problem-based learning methods. Students will demonstrate basic interviewing techniques and strategies for engaging and motivating the client through reciprocal dialogue during the developmental stages of a counseling relationship. This course emphasizes the basic counseling skills required of a physician in daily practice, in addition to the special circumstances of bereavement, crisis management, and chronic and terminal illness. Prerequisites: NPS 501. 1 lecture hour; 1 laboratory hour; 1.5 semester credits

PSYCHOLOGY 813
Mind-Body Medicine
This course covers key issues in the relationship between a physician and client. It includes an examination of ethical issues, confidentiality, and development of trust, setting appropriate boundaries, and dealing with patients with a variety of conditions. Prerequisites: NPS 501, NPS 621, NPS 711. 1 lecture hour; 1 semester credit

Research

RESEARCH 511
Research
This course introduces students to biomedical research principles, epidemiology, biostatistics, and accessing medical literature with an emphasis on complementary and alternative medicine research. 2 lecture hours; 2 semester credits

RESEARCH 711
Thesis I
In this course the student performs a literature search in a naturopathic area of interest and presents a proposal for a Senior Paper (literature survey only) or a Senior Research Paper (also includes original research). Each student chooses a faculty advisor for their thesis. Original research must be approved by the Research Committee. Prerequisite: NRS 511. 0.5 lecture hour; 0.5 semester credit

RESEARCH 811
Thesis II
With the advice and guidance of the thesis advisor, the student prepares and submits a complete first draft of a Senior Paper in conformity with the guidelines adopted by the Research Committee. Prerequisite: NRS 711. 0.5 lecture hour; 0.5 semester credit

RESEARCH 822
Thesis III
With the advice and guidance of the thesis advisor, the student makes revisions to the first draft and submits a final version of the Senior Paper. Students may also be required to present their papers before a committee of faculty advisors. Prerequisite: NRS 811. 0.5 lecture hour; 0.5 semester credit

Clinical Education

CLINICAL EDUCATION 612
Introduction to Clinic
This course introduces students to the clinical education component of the program. Clinical education requirements, policies, and protocols, are outlined. Students are introduced to hands-
on patient care skills, such as taking a brief history and assessing vital signs. Other topics include privacy and security of patient information (HIPAA), cultural competence, doctor/patient communication skills, and professionalism. 0.5 lecture hour; 0.5 semester credit

**CLINICAL EDUCATION 631**  
**Clinical Practicum I**  
Through clinical observation and hands-on experience, this course prepares students for their clinical education. Students will shadow staff and physicians in the clinical environment, and when directed will assist with tasks and patient care. Students will gain hands on experience with electronic medical records (EMR), will be required to take vitals, and assist in hydrotherapy treatments. Prerequisite: NCE-612 1 laboratory hour; 0.5 semester credit

**CLINICAL EDUCATION 641**  
**Clinical Practicum II**  
A continuation of Clinical Practicum I. Through clinical observation and hands-on experience, this course prepares students for their clinical education. Students will shadow staff and physicians in the clinical environment, and when directed will assist with tasks and patient care. Students will gain hands on experience with electronic medical records (EMR), will be required to take vitals, and assist in hydrotherapy treatments. Prerequisite: NCE-631 1.5 laboratory hours; 0.75 semester credit

**CLINICAL EDUCATION 700-LEVEL CLINICAL ROTATIONS**  
As Secondary Student Clinicians, students begin to gain practical clinical skills by working under the supervision of licensed health care providers. Students learn through observation with progressively increasing responsibility in the clinical setting. Students perform physical exams, diagnostic assessments, and develop treatment programs for patients with a wide variety of health conditions. 72 clinic hours, 2 semester credits

**CLINICAL EDUCATION 701/801**  
**General Medicine**  
Students begin to gain practical clinical skills by working under the supervision of licensed health care providers. Students learn through observation with progressively increasing responsibility in the clinical setting. Students perform physical exams, diagnostic assessments, and develop treatment programs for patients with a wide variety of health conditions. 72 clinic hours, 2 semester credits

**CLINICAL EDUCATION 702/802**  
**Integrative Oncology**  
Students learn to approach oncology cases by performing a review of biomedical findings and integrating best practices in natural therapeutics. Students co-manage patients’ health-care with their specialists to address their cancer diagnosis and to minimize adverse effects that may arise from their treatment. 72 clinic hours, 2 semester credits

**CLINICAL EDUCATION 703/803**  
**Generative Medicine**  
Students learn how to use the methods of network science to understand the complex relationships between individuals, their genetics, the environment, and the molecular basis of disease to develop treatment strategies aimed at optimizing health for each individual patient, utilizing specialized computer tools and a comprehensive knowledge of genetics, pathology, and biochemistry. 72 clinic hours, 2 semester credits

**CLINICAL EDUCATION 821I**  
**Practicum in IV Therapy**  
The student will learn the indications and contraindications for various IV therapies in the

---

**Types of Clinical Rotations Offered**

**CLINICAL EDUCATION 635**  
**Hydrotherapy Shift**  
Second year students begin to gain practical clinical skills in the area of hydrotherapy by working under the supervision of licensed naturopathic physician. Hydrotherapy techniques include constitutional hydrotherapy, infrared sauna, wet sheet pack, Russian steam, fomentations, contrast baths, peat baths, and paraffin baths. Performance objectives are focused on basic hydrotherapy treatments and case management. Prerequisites: NPM 523; successful completion of all Year 1 courses. 24 clinic hours, 0.67 semester credit
naturopathic practice. Preparation and administration (including osmolality) of various IV solutions using proper aseptic techniques will be emphasized. Lectures will be accompanied by hands-on in-class experience. Prerequisites: NCS 623L, must be eligible for clinic entry. 0.5 lecture hour, 1 laboratory hour; 1 semester credit.

NATUROPATHIC PRACTICE 712
Generative Medicine I
This course examines the basics of complexity theory and systems biology as applied to naturopathic strategies, in particular the vis mediarum. Students who wish to qualify for senior shift positions on the Center of Excellence in Generative Medicine (COEGM) Personalized Medicine shifts will be required to take Generative Medicine I. Students who wish to qualify (upon licensure) to sit for the board certification (diplomate) in Personalized Medicine through the AANP affiliated Institute for Naturopathic Generative Medicine are required to take Generative Medicine I and Generative Medicine II. Students who wish to qualify for post-graduate residencies at the COEGM are required to take Generative Medicine I and Generative Medicine II. Prerequisites: NNM 521, NNM 711, NNM 721, 2 lecture hours, 2 semester credits.

CLINICAL EDUCATION 861
Externship
Students gain hands-on clinical experience in working with patients under the supervision of a naturopathic physician outside of UB clinics. The externship experience mimics that of the UB Clinics experience, in that students are actively involved in patient care, participating in the diagnosis and treatment of patients. Pre-requisites: Completion of all Preceptorship hours, and a minimum of 100 hours clinical experience as a Primary Student Clinician in the UB Clinics and Community Clinics.

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 721
NTCM III
Students continue the study of traditional Chinese medicine as it is used in naturopathic practice. Students will practice diagnostic skills using physical examination and the ten questions, and identify patterns of Zang-Fu disharmony. They will learn and practice treatment techniques including needling, moxibustion, electro-acupuncture, acupuncture, and cupping. Required for students matriculating in 2017 and later. Prerequisite: NTCM 521, 1 lecture hour, 2 laboratory hours, 2 semester credits.

NATUROPATHIC TRADITIONAL CHINESE MEDICINE 722
NTCM IV
Students continue to practice diagnostic skills and treatment techniques. Management of more complex cases will be addressed, including appropriate referrals to TCM specialists, medical doctors, and other healthcare providers. Required for students matriculating in 2017 and later. Prerequisite: NTCM 721, 1 lecture hour, 2 laboratory hours, 2 semester credits.

Nutrition

The following nutritional science courses are offered only in the master's program in Nutrition. This program is available on the main campus and online.

560 A Pathophysiologic Basis of Metabolic Disease
560 B Biochemistry of Nutrition
560 C Vitamins and Minerals
560 E Assessment of Nutritional Status
560 D Clinical Biochemistry
560 G Lifelong Healing with Food
560 H Developmental Nutrition
560 I Functional Medicine Nutrition
560 F Nutritional Therapeutics
560 M Evidence Based Nutrition
560 K Virtual Clinic
560 P Botanical Medicine

NUTRITION 560A
Path physiologic Basis of Metabolic Disease

Offered: Twice Annually

NUTRITION 560B
Biochemistry of Nutrition
The course reviews the static and dynamic aspects of the biochemistry of carbohydrates, lipids, amino acids, proteins, nucleic acids, hormones and vitamins in the healthy individual. Cations, anions, enzyme kinetics, and integration and control mechanisms of the various metabolic pathways are discussed. Prerequisite: 4 credits of Introduction to Biochemistry or 8 credit of Organic Chemistry. 4 semester hours.

NUTRITION 560C
Vitamins and Minerals
The course covers the basic and clinical aspects of nutrient homeostasis with emphasis on vitamin and mineral metabolism at the cellular and tissue level. Lectures will include specific functions, requirements, sources, assay methods, and effects of deficiencies and excesses of vitamins and minerals. Prerequisite: Nutrition 560A and 560B. 3 semester hours.

NUTRITION 560E
Assessment of Nutritional Status
Clinical and laboratory procedures for evaluation of nutrient status, including blood and
other tissue analyses, principles of functional assessment, dietary records, questionnaires, case histories, physical examinations, and anthropometric methods are covered extensively. Prerequisite Nutr 560A and 560B.

3 semester hours

NUTRITION 560D
Clinical Biochemistry
The course encapsulates the biochemistry of disorders arising from acid/base imbalance and the abnormal metabolism of the carbohydrates, lipids, proteins, amino acids, nucleic acids, bile pigments, vitamins and hormones. Inherited disorders of metabolism, the role of enzyme performance in prognosis of biochemical dysfunctions and the meaning and interpretations of clinical laboratory findings both traditional and functional are discussed. Prerequisite Nutr 560A, B, C and E

3 semester hours

NUTRITION 560G
Lifelong Healing with Food
This course will focus on the general knowledge and skills needed to educate nutrition clients about food to facilitate healing. It will teach the landscape of the US food system, menu and recipe planning, multiple food theories, fad and medical diets. Cultural and behavioral perspectives on nutrition will be addressed. Pre-requisite Nutr 560 A B C and E.

4 semester hours

NUTRITION 560H
Developmental Nutrition
Nutritional considerations and health-related concerns throughout the life cycle are explored. Pregnancy, lactation, fetal, infancy, childhood, and adolescent growth and development are addressed in detail, in this context. Also considered is the etiology of nutrition-related disorders of adulthood and the elderly. Prerequisites Nutr 560A, B, C, D and E.

3 semester hours

NUTRITION 560I
Functional Medicine Nutrition
This course will teach advanced biochemical assessment using critical analysis of client history with clinical testing from a functional medicine perspective. Functional lab testing will be evaluated in detail with case studies. Topics will be relevant to preventative as well as therapeutic nutrition care. Prerequisites Nutr 560A, B, C, D, E, G.

3 semester hours

NUTRITION 560J
Research in Nutrition
The independent research project is an option in the Human Nutrition program in place of an elective course. The student may take the form of a literature-based study or an original research project. All work must be evaluated by the faculty advisor. The project must be completed within one semester following the completion of the core curriculum.

3 semester hours

NUTRITION 560K
Virtual Clinic
(Must be taken in online format)
This final semester course will incorporate critical thinking and scientific knowledge as you complete 4 monthly modules on clinical management online with different instructors. You will learn key skills in assessment, clinical test analysis, designing treatment plans for specific common health conditions, weight loss strategies and how to effectively start and grow your nutrition practice. Synchronous data technology will be used to help you learn real-time with your classmates and instructors. Prerequisites Nutr 560A, B, C, D, E, G, F, H, I and M.

4 semester hours

NUTRITION 560P
Botanical Medicine
A study of the use of herbs in nutritional practice. Lectures include the mechanism of action, pharmacological/toxicological properties, clinical applications, product standardization, and recommended dosage of individual herbs. Prerequisites Nutr 560A, B, C, D, E, G, F, H, I and M.

3 semester hours

ELECTIVE COURSES* these courses are not required / all are optional and in addition to required courses.

NUTRITION 560Q
Nutrition and Exercise
Exercise recommendations for clinical conditions, proper protocols for evaluating a client’s readiness for exercise, designing a proper exercise/nutrition program with follow up assessments, exercise recommendations for clinical conditions, and enhancing endurance and performance during exercise and sports.

3 semester hours

NUTRITION 560R
Nutrition and Cancer
This course will provide an understanding of the etiology for cancer from a functional medicine paradigm and current allopathic assessment and treatment options and how to implement nutritional therapy to assist cancer patients undergoing treatment. This course will also teach complementary supplementation strategies, and understanding of the role of diet and lifestyle in prevention of primary and secondary cancer and the establishment of communication skills to enhance collaboration with oncologists. Prerequisites: NUTR 560F, 560Q and 560L.

Offered: Annually

NUTRITION 560T
Nutrition and Autism
This course will establish a foundational understanding of what Autism Spectrum Disorder (ASD) is by defining the different conditions within the spectrum, and reviewing the known causes, symptoms, and trends and to acquire a foundational knowledge of the dietary modifications designed to facilitate healing and improve cognitive outcomes and increase overall health and well-being. Course will cover introduction to other biomedical treatments and testing available for ASD.

3 semester hours

Physician Assistant (MSPA)

PHYSICIAN ASSISTANT 511
Anatomy I with Lab
This course introduces the functional anatomy
of the human body. Students will have the opportunity to locate, identify, and dissect all major muscular, nervous, vascular, bony, and soft tissue structures using cadaveric specimens.

3 credits

PHYSICIAN ASSISTANT 512
Anatomy II with Lab
This course builds on Anatomy I investigating the functional anatomy of the human body by offering students the opportunity to locate, identify, and dissect all major muscular, nervous, vascular, bony, and soft tissue structures using cadaveric specimens.

3 credits

PHYSICIAN ASSISTANT 521
Physiology I
This course offers fundamental and integrated approach to human physiology and biochemistry starting with basic processes of metabolism and homeostasis including carbohydrate, lipids and protein metabolism, cell cycle and DNA replication, cellular energy production, tissue types and their functions. This course presents an in-depth exploration of the nervous system, musculoskeletal functioning and cardiac physiology.

3 credits

PHYSICIAN ASSISTANT 522
Physiology II
This course builds on MSPA 521 to offer a fundamental and integrated approach to the circulatory, pulmonary, gastrointestinal and endocrine systems. The circulatory system will highlight regulation of local flow, Starling forces equilibrium and function of lymphatics. The pulmonary system will cover ventilation, perfusion and gas exchange processes. The GI system will address details of nutrient digestion, peristalsis, secretion and absorption processes as well as autonomic nervous system impact on regulation of GI tract. The endocrine system will discuss hormones and the types of receptors they affect.

3 credits

PHYSICIAN ASSISTANT 529
Clinical Medicine I
The first of a three-semester series, this course is an organ-systems-based exploration of psychiatric, neurologic, hematologic,and dermatologic diseases, as well as diseases of the head, eyes, ears, nose, and throat. Emphasis is on the integration of anatomy, physiology, pathophysiology, microbiology, history and exam findings and diagnostic procedures in order to formulate a differential diagnosis; on ordering and interpreting diagnostic tests in order to develop a working diagnosis; and on developing and implementing treatment plans including as needed therapeutic procedures, pharmacology, referral and patient education and counseling.

5 credits

PHYSICIAN ASSISTANT 530
Clinical Medicine II
The second of a three-semester series, this course is an organ-systems-based exploration of cardiac, pulmonic, gastrointestinal genitourinary, endocrine, and renal, diseases. Emphasis is on the integration of anatomy, physiology, pathophysiology, microbiology, history and exam findings and diagnostic procedures in order to formulate a differential diagnosis; on ordering and interpreting diagnostic tests in order to develop a working diagnosis; and on developing and implementing treatment plans including as needed therapeutic procedures, pharmacology, referral and patient education and counseling.

6 credits

PHYSICIAN ASSISTANT 533
Clinical Medicine III
The third of a three-semester series, this course is an exploration of obstetric, gynecologic, pediatric diseases and approaches to the surgical and emergency medicine patient. Emphasis is on the integration of anatomy, physiology, pathophysiology, microbiology, history and exam findings and diagnostic procedures in order to formulate a differential diagnosis; on ordering and interpreting diagnostic tests in order to develop a working diagnosis; and on developing and implementing treatment plans including as needed therapeutic procedures, pharmacology, referral and patient education and counseling.

8 credits

PHYSICIAN ASSISTANT 534
Correlative Medicine I
The first of a two-course series, this course gives students the skills to develop differential diagnoses and patient-centered management plans, as well as write complete medical notes and give oral presentations. Family medicine and psychosocial medicine are aspects of this course.

2 credits

PHYSICIAN ASSISTANT 542
Correlative Medicine II
The second of a two-course series, this case-based course refines the formation of diagnoses and complete management plans of common symptoms. The synthesis of material previously learned in a case-based format refines skills in critical thinking, medical problem solving, the written and the oral presentation of clinical cases.

2 credits

PHYSICIAN ASSISTANT 551
History and Physical Exam I
This course has three aims. First, it helps students develop the skills of obtaining a comprehensive and a problem-focused history. Second, students gain the ability to write a medical note. Last, students learn interviewing techniques and the affective aspects of the medical encounter.

3 credits

PHYSICIAN ASSISTANT 552
History and Physical Exam II
The second course in this series focuses on performing a comprehensive physical examination. This course further emphasizes the integration and interpretation of findings to create a foundation for further clinical evaluation. This course further emphasizes normal versus abnormal findings and on accurate and appropriate documentation.

3 credits

PHYSICIAN ASSISTANT 556
Patient Education, Nutrition and Counseling
This course is an evidence-based approach to educate and counsel patients in order to improve lifestyle, increase adherence and reduce medical errors. This course will emphasize disease prevention, health promotion during various stages of life with emphasis on the nutritional aspect of health.

2 credits

PHYSICIAN ASSISTANT 558
Integrative Medicine and Practice
This course exposes students to the philosophy, practice and techniques utilized in alternative and complementary medicine. The focus of this course is on occupational therapy, physical therapy, Tai Chi, Qi Gong, Yoga, Chiropractic techniques and Massage Therapy Ayurveda, Traditional Chinese Medicine, Acupuncture, Naturopathic medicine, Homeopathy, Hypnotherapy. Students have an opportunity to experience some of the modalities, such as Yoga or Massage Therapy, in guided exercise classes.

2 credits

PHYSICIAN ASSISTANT 574
Medical Ethics & Professional Practice
This course presents the student with the four-topic method of evaluation of ethical issues. Student examine ethical issues in terms of medical indications, patient preferences, quality of life and contextual features to provide a response to the ethical dilemma. Additionally, this course incorporates the history, develop-
ment, certification and licensure process of the PA profession. PA web sites and professional organizations. Special topics include risk management, professional liability, and patient safety. Billing, reimbursement, and the organization of healthcare in the US and in other countries are also explored.
2 credits

PHYSICIAN ASSISTANT 575
Global & Preventive Health
This course offers the student the opportunity to investigate the impact of health issues in other countries and the interactive effect on all populations in terms of epidemiology, disease, disasters, economics, health initiatives, ethics and policy.
2 credits

PHYSICIAN ASSISTANT 581
Pharmacology I
This course introduces the student to the basic principles of pharmacology, including mechanisms of action; absorption, distribution, metabolism, and excretion; pharmacokinetics; interactions with other drugs and with food; problems with special populations (pregnant, neonatal, the elderly); rational drug usage for clinical disorders (therapeutics); clinical measures; and toxicology.
3 credits

PHYSICIAN ASSISTANT 582
Pharmacology II
This course builds on Clinical Pharmacology I with more advanced principles of pharmacology, including mechanisms of action; absorption, distribution, metabolism, and excretion; pharmacokinetics; interactions with other drugs and with food. A presentation of drug classes as they relate to the different organ systems includes anticipated results and adverse reaction monitoring.
3 credits

PHYSICIAN ASSISTANT 591
Technical Skills
The demonstration and practice of technical procedures frequently encountered in primary care, emergency medicine, and surgical settings are explored in this course. The emphasis is on such skills as intravenous cannulization, suturing, urethral catheterization, splinting and casting incision and drainage and nasogastric lavage.
2 credits

PHYSICIAN ASSISTANT 602
Information Literacy and Medical Writing
This course develops the ability to identify a clinical problem and to collect, process, analyze, summarize and present an evidence-based approach solution to that problem. The topic can be a medical challenge in terms of diagnosis or treatment of a disease state, or management issues for patients or their family’s issues of which there is lack of consensus or a lack of clear guidelines.
2 credits

PHYSICIAN ASSISTANT 651
Internal Medicine Rotation
This six-week clerkship provides direct patient care experiences in the in-patient setting. Under the direction of board-certified internists, students learn to evaluate and formulate treatment plans for patients with a wide variety of adult illnesses. Emphasis of this clerkship is on critical thinking skills, synthesis of pertinent clinical information, the presentation of problem-oriented patient data, indications for and interpretation of laboratory studies, and competence in clinical procedures.
5 credits

PHYSICIAN ASSISTANT 652
Pediatrics Rotation
This six-week clerkship explores the care of children from birth through adolescence. Acute illness, developmental delay, genetic abnormalities, psychosocial issues and preventive medicine are explored.
5 credits

PHYSICIAN ASSISTANT 653
Surgery Rotation
This six-week clinical experience focuses on the care of the surgical patient in the pre-operative, operating room and post-operative settings. Determination of surgical diagnoses and immediate management of life-threatening conditions are stressed.
5 credits

PHYSICIAN ASSISTANT 654
Emergency Medicine Rotation
This six-week clerkship provides opportunities to evaluate and treat patients with urgent and emergent medical complaints under the supervision of an emergency medical physician. The care of patients with life-threatening illness as well as patients seen in the sub-acute “fast track” are emphasized.
5 credits

PHYSICIAN ASSISTANT 655
Obstetrics/Gynecology Rotation
Experiences in the full range of woman’s health issues throughout the reproductive and post-menopausal years are offered in this six-week clerkship, including participation in common gynecological surgical procedures and assisting in labor and delivery. Students learn to provide pre- and post-partum care and family planning as well.
5 credits

PHYSICIAN ASSISTANT 656
Family Medicine Rotation
Students work with board-certified family physicians and general internists to evaluate, diagnose and treat patients of all ages with a wide variety of illness in this six-week clerkship. Emphasis is on health care delivery in the outpatient setting, health promotion, preventive medicine and the patient-centered medical home.
5 credits

PHYSICIAN ASSISTANT 657
Psychiatry Rotation
The diagnosis, treatment and management of patients with psychiatric illness in the inpatient, outpatient and emergency settings are stressed in this six-week rotation. This clerkship requires students develop and demonstrate a variety of skills under the supervision and guidance of an experienced psychiatric practitioner.
5 credits

PHYSICIAN ASSISTANT 658
Elective Rotation
This six-week experience offers the opportunity to explore a discipline of interest in depth. Students are responsible to enhance their understanding of this discipline through by self-motivation.
2 credits

PHYSICIAN ASSISTANT 661
Capstone Project I
This first part of a two-course series guides students through the selection of a capstone topic, conducting a complete literature search, and devising a plan to collect data. The data collection will continue, with faculty mentorship, throughout the clinical
4 credits

PHYSICIAN ASSISTANT 662
Capstone Project II
This course is the second part of the Capstone Project experience. Students will continue the work begun on the projects in semester 6 in MSPA 698 Capstone Project, drawing on skills gained in MSPA 605 Information Literacy and MSPA 647 Research Methods. This course has the added requirement of presenting the project either in poster or presentation form to the program faculty.
2 credits

PHYSICIAN ASSISTANT 671
Research Methods
This course provides a foundation in quanti-
tative and qualitative research and evaluation methods appropriate for health professionals. Students will develop competencies in working with communities to identify and understand health related conditions and will be able to evaluate interventions and health outcomes.

2 credits

PHYSICIAN ASSISTANT 695
Graduate Logistics
This course presents a complete review of clinical medicine in preparation for the summative examination. This course helps students identify content weaknesses. Program resources can best aid students to complete their study and prepare for the NCCPA certifying exam.

1 credit

*All students are required to complete all of the seven core supervised clinical clerkships. The clinical clerkship sequence will be individually assigned to students.

Statistics

STATISTICS 400
Statistics and Quantitative Analysis
This course is an introduction to basic statistical methodology and its applications to business decisions. Topics include probabilities, discrete and continuous probability distributions, probability sampling techniques, sampling distributions, interval estimation and hypothesis testing. The basics of specific statistical tests will be presented including chi-square, correlation, multiple regression and analysis of variance. Students will use software packages to perform statistical analysis. Prerequisite: Admission to graduate study.

3 semester hours

Technology Management

TECHNOLOGY MANAGEMENT 400
Marketing, Entrepreneurial and Innovation Issues and Practices in Management
This course focuses on strategic marketing, entrepreneurial, intrapreneurial and innovation issues, opportunities and best practices in helping organizations grow in a complex global environment. Which have emerged in the last few years such as the growing importance of strategic marketing, voice of the customer, customer service and innovation in helping companies grow as well as achieve and sustain competitive advantage. The business impact of new technologies which enable marketing and innovation are covered. The course also examines the principles of entrepreneurship and intrapreneurship in developing new products, services and processes. In addition to individual assignments, students are assigned to team projects to develop product or service market plans either for start-up businesses or within the context of a corporate venture. Prerequisite: Admissions to graduate studies.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 410
Survey of Technology
The course provides an introduction into managing engineering and technology projects and surveys, the history, current and emerging technologies in the areas of: health/medicine and biotechnology; materials, energy, environment; electronics, computing and the Internet; nanotechnology, transportation; structures, transit; infrastructure, security, manufacturing, systems processes and aerospace.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 495
Contemporary Issues in Communications and Research
The course is designed to help students improve their communications (e.g. oral, written, and formal presentation) skills and research methods and techniques used in business, technology and engineering disciplines.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 500
Graduate Co-Op/Internship in Technology Management
Students will work for a company in a role that is appropriate for an MS - TM graduate, or near graduation. Through this experience students will apply management principles and theory in a practical setting. The student will write a paper summarizing the tasks and accomplishments encountered within the organization, as well as make managerial recommendations for improvement of the company, or division in which s/he was employed. Prerequisite: Final semester of study and the Director, TM Program approval.

1-3 semester hours

TECHNOLOGY MANAGEMENT 505 (TCMG 505/MGMT 555)
Global Program and Project Management
This course focuses on the managerial aspects of how to more effectively manage, plan and execute programs/projects with a focus on high quality deliverables arriving on time, within budget, within scope and to the customer’s satisfaction. Areas covered will include program and project management life cycle phases, executive sponsorship, portfolio investment management selection and prioritization, requirements, scope and project charters, planning, development, estimating, staffing, leadership, scheduling, risk management, change management, project metrics, vendor integration and management and other related topics. This course is based on current and emerging best practices and principles. It will also discuss PM certification requirements and provide real world case studies. Prerequisite: TCMG 484.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 506 (TCMG 506)
Advanced Program and Project Management
This is an advanced course in Global Program and Project Management. It covers the Project Management Institute’s Knowledge and Process areas and prepares students to take various PMI Project Management Certification. Prerequisite: TCMG 505.

3 semester hours

TECHNOLOGY MANAGEMENT 508 (TCMG 508/MKTG 560)
Foundations of Project Management
This course covers new product development, innovation and commercialization, as well as the product management life cycle. Topics covered include the feasibility and investment prioritization of new products or product enhancements, raising capital for new product development, market and customer needs analysis, make versus buy alternatives and product launch and commercialization issues and considerations, including promotion, pricing, distribution, competition, pre and post sales support, systems and infrastructure support, customer service and related areas. Students will work on individual and team projects that will include the development of a new product market/business plan. Prerequisite: TCMG 400.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 512 (TCMG 512/MGMT 590)
Intellectual Property Management
Protection of a business’ intellectual property assets can make the difference between success and failure. This course will discuss the strategic and methods available for protection of intellectual property in the global environment. Students will work through the American patent, copyright and trademark processes, including how to prepare and file applications for each. Students completing this course should be able to pass the Patent Agent exam. Global business issues, such as protection of ideas in an off-shoring arrangement, IP co-development and other issues, will also be addressed. Prerequisite: TCMG 490 or Direc-
Managerial accounting and finance concepts will be presented, followed by financial statement analysis. Topics presented from a managerial perspective will include how accounting data is generated during business operations, how financial statements are created and analyzed, management of finance to maximize return on investment and stakeholder equity and other related topics. Students will be required to participate in case work applying the principles presented in the class. Prerequisite: Admissions to graduate studies.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 530 (TCMG 530/MEEG 530) Foundations of Manufacturing Management

The objectives of the course are to understand and apply concepts and techniques in manufacturing management. The course includes the management of people (both traditional and high performance systems and teams), lean manufacturing techniques as used on the factory floor, and recent concepts such as Factory Physics. The course focuses on those issues that are important in supervising and managing a modern manufacturing operation. Prerequisites: graduating standing.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 532 (TCMG 532/MKTG 550) Global Market Management

Strategy planning, implementation and control for market entry and development. Topics include social, political and economic changes affecting marketing opportunity; focused versus dispersed marketing efforts; marketing in developed and undeveloped countries; and marketing systems required for the various strategic alternatives. Prerequisite: TCMG 400.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 533 (TCMG 533) Information Technology Strategy and Governance

This course covers information technology plans, strategy, business/IT alignment, governance, environmental, ethical, economic, regulatory, compliance and technical issues and trends with a focus on planning, organizing, justifying, controlling, implementing and integrating concepts and real world experiences. It discusses business and IT balanced scorecards, metrics and key performance indicators. Current and emerging best business and technology strategy and governance best practice frameworks such as COBIT, CMMI, PMBOK, Kan0, VOC, QDF, ITIM, Prince2, ITIL, select ISO standards and others will be covered with emphasis on lessons learned, critical success factors and pragmatic solutions. Individual and team projects and case studies are integrated into the course. Prerequisite: ITIS 400 or Director, TM program approval.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 534 (TCMG 534/MGMT 535) Strategic Sourcing and Vendor Management

This course covers the rewards and risks of outsourcing and vendor management and identifies where outsourcing should be used and not used. The objectives of the course are to help students understand how to plan, direct, manage and more effectively participate in outsourcing initiatives in terms of the feasibility of outsourcing (off-shore, near-shore, rural-shore, best shore), vendor selection, contract negotiation, vendor management and evaluation, risk assessment and terminating outsourcing deals. Prerequisite: TCMG 523 and TCMG 505 or Director, TM program approval.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 535 (TCMG 535/BMEG 535) Foundations of Bio Tech Sciences and Management

This course covers the comprehensive scope of knowledge of major issues and technologies in the bio technology field. This includes regulatory, robotic, imaging, cybernetics, bioinformatics, genetics, ethics and related areas. Individual and team projects will be assigned. Prerequisite: Admissions to graduate studies.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 540 Advanced Simulation and Modeling Techniques

The purpose of this course is to provide an in depth coverage of the use of simulation and modeling as an analysis tool for the study of production and distribution processes. The course aims to develop a sense of critical thinking, learning and problem solving. Topics include: problem formulation, data collection and analysis, random variable generation, and statistical analysis of output. Utilizes a major simulation language, SIMAN.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 546 (TCMG 540/MEEG 540) Simulation and Modeling Techniques

The course covers the concepts and methods that will assist engineering and technology managers and professionals to make alternative investment and funding decisions regarding projects, programs, products, business expansion and other alternatives using the financial calculations involving time value of money (IRR, ROI, NPV), uncertainty and risk. Topics include engineering and related financial evaluation techniques and formulas, choosing among alternatives, sensitivity analysis, economic analysis, opportunity costs, depreciation,
amortization, probability, cost estimating and systems and others. Prerequisites: TCMG 484.
3 semester hours

TECHNOLOGY MANAGEMENT 556 (TCMG 556/MKTG 552)

Services Marketing
The course addresses the unique problems of marketing intangibles in the broad spectrum of service industries. The course focuses on the development, implementation and control of strategy, systems and people for effective service operations. This is a case study course. Prerequisite: TCMG 400.
3 semester hours; 3 semester hours

TECHNOLOGY MANAGEMENT 557 (TCMG 557/ITIS 557)

Infrastructure Systems
This course covers the fundamentals of data networking, including signaling, routing and technologies underlying the explosive growth of e- and m-commerce. The managerial issues relevant to network utilization, security and service delivery will be addressed as the underlying communications technologies are discussed. Prerequisite: ITIS 400.
3 semester hours; 3 semester hours

TECHNOLOGY MANAGEMENT 560 (TCMG 560)

Foundations of Environmental and Energy Management
This course covers the assessment of current and potential environmental and energy management issues, opportunities and threats. Key issues such as global warming, pollution, global energy supply and demand needs will be discussed. Alternative energy sources are reviewed, including examination of energy technologies in each fuel cycle stage for fossil (oil, gas, synthetic), solar, biomass, wind, hydro, nuclear, and geothermal energy types, along with storage, transmission, and conservation issues. Prerequisite: Admission to graduate studies.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 561 (TCMG 561)

Economic, Regulatory, Cultural and Societal Issues in Environment and Energy Management
The course will focus on a review of the environmental and energy management safety, hazard identification and disaster prevention policies, laws, concepts and issues. U.S. and international laws, regulations and standards will also be covered. The course will provide the student with a better understanding of how the complexity of this topic impacts economic, political, cultural and societal and opportunities in environment and energy management. Prerequisite: TCMG 560.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 570 (TCMG 570/MGMT 570)

Foundation of Health Care Management and Administration
This course focuses on a systematic exploration of the health care system in the United States, government interactions and regulations, delivery systems, healthcare insurance and financing, health care providers, innovations in healthcare services and alternative strategies. Prerequisite: TCMG 523.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 571 (TCMG 571/MGMT 571)

Foundations of Service Management and Engineering
With the rapid growth of the services industry, this course integrates topics from economics, engineering, law, technology and organizational theory to deal with how firms change over time to become more service oriented or become service business and the mechanisms and tools by which they seek innovation and competitive advantage in the service sector. The services life cycle is reviewed. In addition, enabling technologies and how different disciplines help to answer questions about how business services combine, evolve, standardize and mature are covered. Prerequisite: Admissions to graduate studies.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 572 (TCMG 572/MEEG 572)

Production Technology and Techniques
This course will introduce up-to-date technology, techniques and systems of the global manufacturing industry. American manufacturing situation would be analyzed and Japanese manufacturing success is also explored. Comprehensive and readable description of manufacturing practice is researched.
3 semester hours

TECHNOLOGY MANAGEMENT 573 (TCMG 573/MEEG 573)

Supply Chain Management
The goal of this course is to cover not only high-level supply chain strategy and concepts, but also to give students a solid understanding of the analytical tools, to understand supply chain design, planning and operation and high it impacts the performance of a firm. It also conveys how supply chain drivers used on a conceptual level during supply chain design and operation lead to performance improvements. Prerequisite: Admissions to graduate studies.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 574 (TCMG 574/MEEG 574)

Principles of Logistics and Materials Management
This course presents materials management, logistics theory and concepts in today’s manufacturing and commercial environments. It integrates all of the functional areas of the business as well as incorporating logistics into corporate operation. They are examined in light of how they interrelate with other functions for the firms. Prerequisite: ENGR 111, ENGR 300 and Admissions to graduate studies.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 595

Technology Business Strategy (Capstone Course)
This course is a capstone course dealing with the development and implementation of a business strategy and plan within a framework of ethical decision-making, globalization and managing accelerating change. It tests the capability of the student to apply all prior learning to solve actual strategic management problems.
3-6 semester hours

TECHNOLOGY MANAGEMENT 597 A/B

Master’s Project
A capstone course dealing with the development and implementation of business strategy and plan within a framework of ethical decision-making, globalization and managing accelerating change. It tests the capability of the student to apply and integrate all prior graduate learning to solve actual strategic management problems, develop a business plan and conduct organizational performance and governance assessments. The final project of this course is project-based and shall constitute, therefore, an outcome assessment of what the student has learned in the MS - TM program. Prerequisite: Final semester for completion of MS - TM Program.
3-6 semester hours

TECHNOLOGY MANAGEMENT 597 C

Masters Project (Completion)
Topics to be arranged. Prerequisite: Approval of the Director, TM Program.
1 semester hour

TECHNOLOGY MANAGEMENT 598

Thesis in Technology Management
Completion of a report based on field, library and institutional research to demonstrate ability to conduct investigations in a technology management discipline. Approval of the Director, TM Program.
3 – 6 semester hours

TECHNOLOGY MANAGEMENT 599

Independent Study in Technology Management
This course is reserved for a special project that cannot be done any other way and to help a student complete the MS when no other alternative is available. Prerequisite: Ap-
Technology Management

proval of the Director, TM Program.
3 semester hours

TECHNOLOGY MANAGEMENT 645
Technology New Venture Creation
This course is for graduate students interested in starting a technology venture, joining a small firm intent upon rapid growth, or pursuing a career in consulting, venture capital, or the management of a technology business or venture for larger companies. The course will provide an opportunity to identify and analyze new business and technology venture issues and opportunities. Select topics covered include: evaluating market opportunities, designing profitable business models, producing a solid business plan, raising capital (multiple rounds), protecting intellectual property and exit strategies such as a merger, the sale of the company or an initial public offerings (IPO).
Prerequisites: TCMG 400.
3 semester hours

TECHNOLOGY MANAGEMENT 645
Technology New Venture Creation
This course is for graduate students interested in starting a technology venture, joining a small firm intent upon rapid growth, or pursuing a career in consulting, venture capital, or the management of a technology business or venture for larger companies. The course will provide an opportunity to identify and analyze new business and technology venture issues and opportunities. Select topics covered include: evaluating market opportunities, designing profitable business models, producing a solid business plan, raising capital (multiple rounds), protecting intellectual property and exit strategies such as a merger, the sale of the company or an initial public offerings (IPO).
Prerequisites: TCMG 400.
3 semester hours

TECHNOLOGY MANAGEMENT 645
Technology New Venture Creation
This course is for graduate students interested in starting a technology venture, joining a small firm intent upon rapid growth, or pursuing a career in consulting, venture capital, or the management of a technology business or venture for larger companies. The course will provide an opportunity to identify and analyze new business and technology venture issues and opportunities. Select topics covered include: evaluating market opportunities, designing profitable business models, producing a solid business plan, raising capital (multiple rounds), protecting intellectual property and exit strategies such as a merger, the sale of the company or an initial public offerings (IPO).
Prerequisites: TCMG 400.
3 semester hours

TECHNOLOGY MANAGEMENT 694
Written/Oral Comprehensive Examination
Students taking comprehensive Ph.D. examinations are required to register for (TMPD)* 694.
0 semester hours

TECHNOLOGY MANAGEMENT 698
Teaching Requirement
Ph.D. students assigned to teach courses to fulfill the teaching practicum of the Ph.D. in Technology Management are required to register for (TMPD) 698.
0 semester hours

TECHNOLOGY MANAGEMENT 699
Seminar (Oral Defense of Dissertation Proposal (Oral Defense))
This course is a zero credit course. It involves attending the regular departmental seminars and presenting one’s work in one of the seminars.
0 semester hours

TECHNOLOGY MANAGEMENT 699
Seminar (Oral Defense of Dissertation Proposal (Oral Defense))
This course is a zero credit course. It involves attending the regular departmental seminars and presenting one’s work in one of the seminars.
0 semester hours

TECHNOLOGY MANAGEMENT 704
Research, Design, Data Analysis and Measurement
This course covers techniques such as measurement approaches, scale construction, interview procedures, questionnaire design, secondary sources, observational capability, content analysis, and experimental design. Explores problems of assessing reliability and validity of research findings. Explores the selection and application of statistical procedures for analyzing data to reach significant conclusions and avoid erroneous conclusions through application of statistical techniques such as correlation analysis, multiple regressions, analysis of variance, cluster analysis, discriminate analysis, conjoint analysis and others. Develops criteria for selecting appropriate procedures to assess the statistical properties of data sets.
Prerequisite: TMPD 702
3 semester hours

TECHNOLOGY MANAGEMENT 706
Quantitative Methodologies
This course provides the mathematical and statistical preparation to support subsequent doctoral course work within the Technology Management department and prepare the student to apply quantitative methods and data analysis techniques. Topics include probability, statistics, measurement and evaluation, sampling, designing studies, linear algebra, linear programming, optimization, simulation, and modeling and regression analysis. Students make extensive use of leading-edge industry software packages.
3 semester hours

TECHNOLOGY MANAGEMENT 710
Ph.D. Dissertation
This course is the Ph.D. Dissertation. The student is expected to work on the accepted topic and come up with original results. S/he has to report the results in the form of a Ph.D. dissertation. The student is encouraged to document the intermediate results in the form of reports. S/he is also encouraged to publish these results as they are discovered, in the international professional literature, i.e., refereed conference proceedings and journals. Proof of good work is the acceptance of the results by reputable journals. Intermediate results can also be discussed in departmental seminars. The completed dissertation must be distributed to the dissertation committee mem-

359
Technology Management

Area 1: New Technology Venture Creation Electives

It is assumed that individuals taking this focus area will have the appropriate academic and business/industrial background. Those people not having the needed background will be responsible for taking necessary prerequisite courses, which will not count toward the minimum classroom hours required for the Ph.D. degree.

TECHNOLOGY MANAGEMENT 505 (TCMG 505/MGMT 555) Global Program and Project Management

This course focuses on the managerial aspects of how to more effectively manage, plan and execute programs/projects with a focus on high quality deliverables arriving on time, within budget, within scope and to the customer's satisfaction. Areas covered will include program and project management life cycle phases, executive sponsorship, portfolio investment management selection and prioritization, requirements, scope and project charters, planning, development, estimating, staffing, leadership, scheduling, risk management, change management, project metrics, vendor integration and management and other related topics. This course is based on current and emerging best practices and principles. It will also discuss PM certification requirements and provide real world case studies.

3 semester hours

TECHNOLOGY MANAGEMENT 506 (TCMG 506) Advanced Program and Project Management

This is an advanced course in Global Program and Project Management. It covers the Project Management Institute's Knowledge and Process areas and prepares students to take various PMI Project Management Certification. Prerequisite: TCMG 505

3 semester hours

TECHNOLOGY MANAGEMENT 508 (TCMG 508 / MGMT 565) Foundations of Product Management

This course covers new product development and innovation, as well as the product management life cycle. Topics covered include the feasibility and investment prioritization of new products or product enhancements, raising capital for new product development, market and customer needs analysis, make versus buy alternatives and product launch and commercialization issues and considerations, including promotion, pricing, distribution, competition, pre and post sales support, systems and infrastructure support, customer service and related areas. Students will work on individual and team projects that will include the development of a new product market/business plan.

3 semester hours

TECHNOLOGY MANAGEMENT 512 (TCMG 512 / MGMT 590) Advanced Intellectual Property Management

This course will discuss the strategies and methods available for protection of intellectual property in the global environment. Students will work through the American patent, copyright and trademark processes, including how to prepare and file applications for each. Students completing this course should be able to pass the Patent Agent exam. Global business issues, such as protection of ideas in an off-shoring arrangement, IP co-development and other issues, will also be addressed. Students will understand that the protection of a business' intellectual property assets can make the difference between success and failure.

3 semester hours

TECHNOLOGY MANAGEMENT 523 (TCMG 523/MGMT 523) Leadership, Teams & Managing Change

This course focuses on the development of leadership skills important in the effective management of change. Through role-playing exercises, videotapes, diagnostic tools, seminar discussion, selected readings, and a group project, students will learn theory and build interpersonal skills necessary for providing leadership in diverse multicultural groups and organizations. The course will address the managerial issues present in organizations undergoing accelerating change and adopting a culture of creativity. Creating and sustaining high performance multi-cultural and interdisciplinary traditional and virtual teams is covered.

3 semester hours

TECHNOLOGY MANAGEMENT 525 (TCMG 525) Finance and Accounting for Managers

This course provides managers with the skills required to read, interpret and apply information about an organization's financial position. Managerial accounting and finance concepts will be presented, followed by financial statement analysis. Topics presented from a managerial perspective will include how accounting data is generated during business operations, how financial statements are created and analyzed, and management of finance to maximize return on investment and stakeholder equity and other related topics. Students will be required to participate in case work applying the principles presented in the class.

3 semester hours

TECHNOLOGY MANAGEMENT 532 (TCMG 532/MKTG 560) Global Market Management

Strategy planning, implementation and control for market entry and development. Topics include social, political and economic changes affecting marketing opportunity; focused versus dispersed marketing efforts; marketing in developed and undeveloped countries; and marketing systems required for the various strategic alternatives.

3 semester hours

TECHNOLOGY MANAGEMENT 559 (TCMG 559/MGMT 560) Foundations of Business Process and Operations Management

The nature of any organization is to provide products and services. At the heart of such provision is the operations management function, which can account for 60% to 75% of an organization's operating costs, investment and assets. Consequently the operations management role is challenging and dynamic, ranging from short-term control to long-term planning activities. Indeed due to the critical nature of the operations management function it is highly visible and exposed to scrutiny, more so than any other function of an organization. Therefore, if you want a career which is demanding and stimulating, as well as knowing that you are contributing to the success of an organization, the Operations & Business Management course can provide you with the perfect launch pad.

3 semester hours

TECHNOLOGY MANAGEMENT 582 (TCMG/MGMT 582) Small Business and Entrepreneurship

This course provides a comprehensive review of the marketing, operational, financial, product, service and business strategy and plans that must be mastered and developed as foundation for start-up of a small business or entrepreneurship enterprise. In addition, the growth of existing business, through Intrapreneurship, is also covered. Students are required to develop a comprehensive business plan for a business of their own choice and which is acceptable to the instructor.

3 semester hours

TECHNOLOGY MANAGEMENT 580 (TCMG 580X/MGMT 585X) New Product Commercialization

The objectives of the course are to understand and apply concepts and techniques of product commercialization. The course focuses on
taking student created product concepts and having student teams drive the concepts to become actual products. Product design, prototype creation, market analysis, and financial analysis all come together within the student team to create a viable product.

3 semester hours

TECHNOLOGY MANAGEMENT 595 (TCMG 595)

Technology Business Strategy (Capstone/Course)

This course is a capstone course dealing with the development and implementation of a business strategy and plan within a framework of ethical decision-making, globalization and managing accelerating change. It tests the capability of the student to apply all prior learning to solve actual strategic management problems.

3 semester hours

Area 2: Select Current Emerging Technologies (Technology Specializations)

Bio-Technology and Bio-Medical Technology, Systems and Processes

It is assumed that individuals taking this focus area will have the appropriate academic and business/industrial background. Those people not having the needed background will be responsible for taking necessary prerequisite courses, which will not count toward the minimum classroom hours required for the Ph.D. degree. Students are expected to have a working knowledge of statistics, biology and chemistry.

BIOMEDICAL ENGINEERING 508 (BMEG 508/MEEG 508)

Biomechanics

Biomechanics is the application of mechanical principles to living organisms that included bioengineering, research and analysis of mechanism in living organisms, and application of engineering principles to and from biological systems. This course can be carried forth from the molecular level including collagen and elastin, all the way up to the tissue and organ levels. Some simple applications of Newtonian mechanics can supply approximations on each level, but precise details demand the use of continuum mechanics.

3 semester hours

BIOMEDICAL ENGINEERING 510 (BMEG 510/ELEG 510)

Medical Machines

This course provides a very good introduction and understanding of Electrical Safety, Medical electronics and Medical Machines, as applicable. Students often have different backgrounds and levels of understanding of technical concepts; therefore, we will develop the necessary background in this course in first few weeks and gradually move from basic to advance topics as listed below in “Class Topics” section. This course will further help by developing an approach to design devices and safety features. Behind every invention, law or device, there is always a need, a necessity. Students go from necessity to invention in the class since a large number of electronic equipment are being used in hospitals and medical centers for patient care and diagnosis or to carry out advanced surgeries. This course will enable students to learn the basics principles of different instruments used in medical science.

3 semester hours

BIOMEDICAL ENGINEERING 513 (BMEG 513/ELEG 513)

Biomedical Image Processing

This course is an elective course. The content of this course include the fundamentals of Digital Image Processing and its applications in biomedical field. Sampling and Quantization of signals are mentioned in order to introduce the digital images, some basic relationship between pixels are mentioned. Introduction to Fourier Transformation, Discrete Fourier Transform and Fast Fourier Transformed are explained. MATLAB programming with Image Processing Toolbox will be introduced to empathize and rigid the understanding of students. Others important fundamental theorems, e.g., Image Enhancement, Image Segmentation, Representation and Description are also mentioned. Students are required to implement some programs using the theorems learnt in classes.

3 semester credits

TECHNOLOGY MANAGEMENT 535 (TCMG 535/BMEG 535)

Foundations of Bio Tech Sciences and Management

This course covers the comprehensive scope of knowledge of major issues and technologies in the bio technology field. This includes regulatory, robotic, imaging, cybernetics, bio-informatics, genetics, ethics and related areas. Individual and team projects will be assigned.

3 semester hours

BIOMEDICAL ENGINEERING 547 (BMEG 547/ELEG 547)

BioMEMS

This course will introduce to students the fundamentals of BioMEMS, the application of MEMS (Microelectromechanical Systems) for biological applications. The topics include microfabrication, microfluids, biosensors, actuators, micro/nano drug delivery systems, micro total analysis systems and lab-on-a-chip devices, and detection and measurement systems. The main focus is to understand the fundamental challenges and limitations involved in designing and fabricating various BioMEMS and BioNEMS devices.

3 semester credits

TECHNOLOGY MANAGEMENT 555X (TCMG 555/BMEG 555X)

Biotechnology and Entrepreneurship

This course examines the principles of bio-entrepreneurship in developing new products, services and processes. Students will learn about the biotechnology dynamics at the global scale in the biomedical drug, diagnostic, hospital management, and devices industries and their markets. Deliverables include homework, assignments, an academic report and a team project. This course provides students with the skills required to read, interpret and apply academic literature, how to identify, extract and understand important information that is useful in the bioentrepreneurial decision making processes. Students will be required to participate in case work applying the principles presented in the class.

3 Semester hours

BIOMEDICAL ENGINEERING 562 (BMEG 562/ELEG 562)

Nanofabrication with Soft Materials

This is an advanced level graduate course focusing on fabrication of soft materials. Nanofabrication processes and nanosystem products will be discussed. Fundamentals associated with chips fabrications and linking them toward soft materials assembly will be detailed. Emerging nanotechnology based methods for soft and green electronics, mechanical parts, MEMS, PCBs will be covered. Gene chip, label free sensory assay using micro and nanofluidics will be discussed. Transfer printing, DNA-protein interactions using the chip and several nano-scale assemblies for soft materials fabrication will be discussed.

3 semester credits

BIOMEDICAL ENGINEERING 563 (BMEG/MEEG 563)

Polymer Nanocomposites

A great deal of emphasis is put on you getting exposure to the growing field of nanocomposite materials and their biomedical engineering applications. This exciting field is constantly evolving. New composite materials are always being developed and their commercial impact is beginning to be seen. Hence many biomedically relevant nanocomposites such as biogels, bones, cartilages etc and their bioinspired analogs will be covered. The processes pertaining to in-situ and ex-situ nanocomposites, many antibacterial nanoparticle synthesies and their use
in devices will be covered in detail. Students will learn the structure and properties of polymers. Polymer-carbon nanotube, polymer-graphene and polymer-nanoparticle based nanocomposites will be discussed. Design and development of mechanical, thermal, electronic and multifunctional nanocomposites are their direct and indirect interfaces with natural and synthetic biological structures will be discussed.

3 semester hours

BIOMEDICAL ENGINEERING 565 (BMEG 565/ELEG 565)
Biomedical Materials and Engineering
This course introduces the student to the progress of biomaterials used in biomedical engineering. Starting from early civilization biomaterials, this course discusses modern advanced level biomaterials and their engineering principles associated with their biomedical use. Hip, knee prostheses, implants, grafts, sutures, stents, catheter materials, and their application in Biomedical Engineering are covered. Designed biomaterials such as silicones, polyurethane, Teflon, hydrogels, biocomposites are detailed. Modern biology and biomedical engineering such as protein absorption, biospecific medical materials, nonfouling materials, healing and foreign body reaction, controlled release, etc., are discussed. Surface-immobilized biomolecules in patterned surfaces are explained with specific examples for the use of immobilized biomolecules, immobilized cell ligands, and immobilization methods. Recent advances in biomedical engineering from the perspectives of inkjet printing of cells and tissues for 3D medical tissues, nanofibers and films in biomedical engineering by electrostatic spinning, bio-inspired materials through layer by layer (LBL) assembly and biogels and advanced instrumentations in biomedical engineering are updated. Artificial red blood and skin substitutes, orthopedic biomaterials applications adhesives and sealants, diagnostics, biomedical sensors, extracorporeal artificial organs and ethical issues of biomedical engineering are discussed.

3 semester hours

BIOMEDICAL ENGINEERING 567 (BMEG/ELEG 567X)
Physiological Fluid Dynamics
There is a great and vital difference between the transport processes in the human body from other engineering systems. A thorough understanding of physiological fluid mechanics is essential for innovation in medical assist and monitoring devices. Emphasis in this course is placed on assist devices, flow and thermal measurements, modeling for engineering application, and understanding application to biomedical problems.

3 semester hours

Tissue Engineering
The objective of this course is to provide students a foundation for the understanding of cell based systems needed for tissue engineering. The structure-property-function relationships in normal and pathological mammalian tissues will be covered. A review of the current development of biological substitutes to restore, maintain, or improve functions that includes strategies to regenerate metabolic organs and repair structural tissues, as well as cell-based therapies to deliver proteins and other therapeutic drugs will be discussed. There are a variety of very important materials issues in tissue engineering, which will be discussed in detail. Cells adherence to the extracellular matrix materials in the body and their enormous effect on cell behavior will be detailed. The physical and chemical properties of these materials will be examined and important materials used in tissue engineering will be discussed.

3 semester hours

COMPUTER SCIENCE 546 (CPSC 546)
Services Oriented Architecture
This course covers Service-Oriented Architectures as well as associated technologies such as XML processing, Web Services and Ajax. SOA is an approach to building a set of web services such that larger applications are exposed as smaller service modules (web services) that also allow integration via service composition mechanisms to build newer, useful larger applications. SOA is an evolution of distributed object computing and utilizes the messaging design pattern between web services. An application’s business logic (middleware), or data related functions are modularized and presented as services for consumer/client applications. These services in a proper SOA design are loosely coupled in nature; i.e., the service interface is independent of the implementation. Application developers can build newer applications by composing one or more services without knowing the services’ underlying implementations. This course not only presents the concepts behind proper SOAs, but also covers the technologies such as WCF (based on latest WS-* specifications) needed to practically build such architectures.

3 semester hours

COMPUTER SCIENCE 551 (CPSC 551)
Advanced Database Design
This course introduces database design with an emphasis on systems (as opposed to applications). Topics include relational model, SQL database normalization techniques, data storage and indexing, query evaluation and optimization, physical database design, and transaction management.

3 semester hours

COMPUTER SCIENCE 555 (CPSC 555)
Web-based Application Development
This course provides an introduction to fundamental issues in designing a web-based application. Review of the web technologies such as HTML, VBScript, DHTML, Java, XML and server-side technologies using Active Server Pages (ASP), CGI and Java Server Pages (JSP). Design issues include the creation of tiered and scalable applications by the use of COM components involving Microsoft Transaction Server and the Java Beans. Different projects are assigned to create dynamic, database-driven E-Commerce solutions involving order tracking systems, inventory systems, inventory management, advertising management, creating reports, personalizing the shopping experience and secure credit card transactions. Wireless E-Commerce applications and developing business-to-business applications using XML, SOAP and Biztalk Servers.

3 semester hours

COMPUTER SCIENCE 556 (CPSC 556)
Data Mining
This course is dealing with basic concepts,
tasks, methods, and techniques in data mining. The focus is on various data mining problems and their solutions, such as association rules, classification, and clustering analysis. Students will learn various techniques for data mining, and apply the techniques to solve data mining problems. The following topics will be discussed in this course: Introduction of Data Mining, Mining Frequent Patterns, Clustering, Association Rules, and Sequence Data. Graph Mining, Mining Spatial, Multimodal Text, and Web Data. Applications and Trends in Data Mining. 3 semester hours

COMPUTER SCIENCE 562 (CPSC / CPEG 562)

Information Assurance
This course covers both the principles and practice of information assurance. The topics include law and ethics of information security, intrusion detection, firewall & trusted computing, trust management, authentication & biometrics, authorization and access control, web security, web service security, privacy issues, principles & practices of IT auditing, information systems security professional certification (CISSP). The basic issues to be addressed by information assurance are explored through a tutorial and survey of law and ethics at the very beginning of the course. Then, the detailed practice of information assurance is explored via practical aspects as well as applications that have been used and implemented nowadays. 3 semester hours

COMPUTER SCIENCE 571 (CPSC / CPEG 571)

Internet Computing
This course discusses the principles and practices of computing problems over the Internet. This course focuses on the Internet as a domain for sharing information and resources with cloud systems. The topics include distributed systems, World Wide Web, the browser-cloud computing model, cloud systems, information retrieval and search technologies, multi-agent systems, web usage mining and personalization, social networks, peer-to-peer technologies, and semantic web. Foundations of Internet computing and how to use modern technological frameworks to develop various Internet-based applications are covered by this course. Application areas include finance and e-business, government services, scientific computing, bioinformatics, collaborative computing, multimedia applications, and file-sharing systems. This course is not intended to be a course on web site development. 3 semester hours

TECHNOLOGY MANAGEMENT 520 (TCMG 520)

Information Systems Development and Design.
This course focuses on the analysis, design, and development of business systems. Students will learn a variety of development models and tools available for systems development, deployment and management. The role of all systems constituents is addressed through discussion of the specification, decision-making, and review of designs, documentation, program specifications, and system improvement. Course level and content is suitable for managerial as well as the more technically oriented. 3 semester hours

TECHNOLOGY MANAGEMENT 521 (TCMG 521 / ITKM 505)

Information Systems and Knowledge Management
The purpose of this course is to acquaint the students with some of the organizational and management issues surrounding the emergence of information and knowledge as key factors in developing and maintaining a competitive advantage for firms. The course is organized around two ideas, 1) knowledge as a manageable asset, and 2) why people in organizations sometimes don’t use what they know. A basic assumption of the class is that organizations are complex adaptive systems operating in highly competitive, information and knowledge rich environments. 3 semester credits

TECHNOLOGY MANAGEMENT 532 (TCMG 533)

Information Technology Strategy and Governance
This course covers information technology plans, strategy, business/IT alignment, governance, environmental, ethical, economic, regulatory, compliance and technical issues and trends with a focus on planning, organizing, justifying, controlling, implementing and integrating concepts and real world experiences. It discusses business and IT balanced scorecards, metrics and key performance indicators. Current and emerging best business and technology strategy and governance best practice frameworks such as COBIT, CMMI, PMBOK, Kano, ITIM, Prince2, ITIL, select ISO standards and others will be covered with emphasis on lessons learned, critical success factors and pragmatic solutions. Individual and team projects and case studies are integrated into the course. 3 semester hours

TECHNOLOGY MANAGEMENT 540 (TCMG / MEEG 540)

Simulation and Modeling
The purpose of this course is to provide an in-depth coverage of the use of simulation and modeling as an analysis tool for the study of production and distribution processes. The course aims to develop a sense of critical thinking, learning and problem solving. Topics include: problem formulation, data collection and analysis, random variable generation, and statistical analysis of output. Utilizes a major simulation language, SIMAN. 3 semester hours

TECHNOLOGY MANAGEMENT 549 (TCMG 549 / MGMT 548)

Business Intelligence and Decision Support Systems
Decision Support Systems (DSS) are interactive computer based systems that help decision makers understand and use data, models, and other analytical tools to evaluate their options. The course will focus on several aspects of DSS. Topics covered include Data-Driven systems, Model-Driven systems and Communication-Driven systems that help groups solve problems and Knowledge-Driven systems, and Document-Driven systems (expert systems). This course will enhance the student’s ability to understand the design and development of DSS with Web technology. Prerequisites: Completion of all required Information Technology and Knowledge Management required concentration courses or concurrent registration in final required concentration courses. 3 semester credits

TECHNOLOGY MANAGEMENT 568 (TCMG 568 / CPSC 568)

Foundation of Information Analytics
This course will introduce the foundation of Informatics. It will review how information sciences and computer technology can be applied to enhance research and practice in management and technology. The basic principles of informatics that govern communication systems, information retrieval, data mining, data warehousing support and evidence based business and technology decision support will be explored. Various Informatics tools will be covered. 3 semester hours

TECHNOLOGY MANAGEMENT 571 (TCMG 571 / MGMT 571)

Foundations of Service Management and Engineering
This course integrates topics from economics, engineering, law, technology and organizational theory to deal with how firms change over time to become more service oriented or become service business and the mechanisms and tools by which they seek innovation and competitive advantage in the service sector. The services life cycle is reviewed. In addition, enabling technologies and how different disciplines help to answer questions about how business services combine, evolve, standardize and mature are covered. 3 semester hours
Technology Management

Manufacturing, Supply Chain and Logistics, Technology, Systems and Processes (Electives)

It is assumed that individuals taking this focus area will have the appropriate academic and business/industrial/application background. Those people not having the needed background will be responsible for taking necessary prerequisite courses, which will not count toward the minimum classroom hours required for the Ph.D. degree. Math skills that include calculus are required, and students are expected to have a working knowledge of statistics.

MECHANICAL ENGINEERING 512X (MEEG 512X)
Computational Fluid Dynamics
This course is intended as an introduction to the field of Computational Fluid Dynamics (CFD). Finite difference/finite volume methods will be introduced for solving Navier-Stokes and energy equations in heat transfer and fluid dynamics processes. This course will help students develop practical skills in Computational Fluid Dynamics and the use of commercial CFD packages, such as STAR-CCM+. Students will apply these skills to relevant engineering applications and gain an appreciation of the limitations and advantages of CFD modeling.
3 semester hours

TECHNOLOGY MANAGEMENT 524 (TCMG 524)
Statistical Quality Control Techniques
This course presents a comprehensive summary of methods for managing quality and continuous process improvements. The course objective is to develop an operational familiarity with contemporary methods found to be effective. Topics covered include statistical process control, quality function deployment, concurrent design, the house of quality, the Taguchi method, Six Sigma, lean and others. It also covers continuous process improvement methodologies and techniques. This course is intended for those students who do not plan to specialize in quality management.
3 semester hours

TECHNOLOGY MANAGEMENT 530 (TCMG/ MEEG 530)
Foundations of Manufacturing Management
The objectives of the course are to understand and apply concepts and techniques in manufacturing management. The course includes the management of people (both traditional and high performance systems), lean manufacturing techniques as used on the factory floor, and recent concepts such as Factory Physics. The course focuses on those issues that are important in supervising and managing a modern manufacturing operation.
3 semester hours

TECHNOLOGY MANAGEMENT 534 (TCMG 534/ MGMT 535)
Strategic Sourcing and Vendor Management
This course covers the rewards and risks of outsourcing and vendor management and identifies where outsourcing should be used and not used. The objectives of the course are to help students understand how to plan, direct, manage and more effectively participate in outsourcing initiatives in terms of the feasibility of outsourcing (off-shore, near-shore, rural-shore, best shore), vendor selection, contract negotiation, vendor management and evaluation, risk assessment and terminating outsourcing deals.
3 semester hours

TECHNOLOGY MANAGEMENT 559 (TCMG 559/ MGMT 560)
Foundation of Business Process and Operations Management
Students in this course apply the methods to projects of their own design and choosing, employing systems designed for application to process management issues. Emphasis is put on quantitative and data-based problem-solving and decision-making processes applied by the professional manager for the improvement of product or service development quality and customer satisfaction. Business process improvement techniques such as lean, Six Sigma and others will be covered.
3 semester hours

TECHNOLOGY MANAGEMENT 572 /MECHANICAL ENGINEERING 572 (TCMG/MEEG 572)
Production Technology and Techniques
This course will introduce up-to-date technology, techniques and systems of the global manufacturing industry. American manufacturing situation would be analyzed and Japanese manufacturing success is also explored. Comprehensive and readable description of manufacturing practice is researched.
3 semester hours

TECHNOLOGY MANAGEMENT/MECHANICAL ENGINEERING 573 (MEEG/ TCMG 573/MKTG 565)
Supply Chain Management
This course aims at not only covering high-level supply chain strategy and concepts, but also to providing students with a solid understanding of the analytical tools, to understand supply chain design, planning, and operation driven the performance of a firm. It also conveys how supply chain drivers used on a conceptual level during supply chain design and operation leading to performance improvement.
3 semester hours

TECHNOLOGY MANAGEMENT / MECHANICAL ENGINEERING 574 (MEEG/ TCMG 574)
Principles of Logistics
This course presents materials management, logistics theory and concepts in today’s manufacturing and commercial environments. It integrates all of the functional areas of the business as well as incorporating logistics into corporate operation. They are examined in light of how they interrelate with other functions for the firms.
3 semester hours

MECHANICAL ENGINEERING 575 (MEEG 575)
Manufacturing Strategy
This course provides the necessary strategic perspective for manufacturing managers' sights and sustaining manufacturing excellence in the competitive manufacturing environment. The strategic perspective of manufacturing forms the approach that places these issues within the rightful context. It emphasizes the essential requirement to link with other functions in order to determine the best strategies for the business as a whole.
3 semester hours

TECHNOLOGY MANAGEMENT 577X (TCMG/MEEG 577X)
Lean Manufacturing
Lean manufacturing is a philosophy based on the elimination of waste in the production system. Use of various concepts such as flow, just-in-time, lead times, inventory turns, standardized work, pull systems, value streams, quick changeover, workplace organization, and visual controls are covered with the focus on improving manufacturing system performance.
3 semester hours

TECHNOLOGY MANAGEMENT 578X (TCMG 578X)
Six Sigma
Six Sigma is a methodology and set of quality management tools (especially statistical methods) used to improve the quality of process outputs, identifying and removing the causes of defects or errors and minimizing variability in manufacturing and business processes. This course teaches the core methods and philosophy of Six Sigma. Develop the leadership skills needed to drive Six Sigma and change effectively.
3 semester hours
Faculty
Faculty

Abdelshakour A. Abuzneid
Associate Professor of Computer Science and Engineering
B.S., M.S., Ph.D., University of Bridgeport

Kadir Akyuz
Assistant Professor of Criminal Justice and Human Security
B.S., Police Academy Ankara, Turkey; M.S., Kocaeli University, Turkey; Ph.D., Sam Huston State University

Mohammed Al-Azdee
Assistant Professor of Mass Communication
B.S., University of Baghdad; M.A., Indiana University; Ph.D., Indiana University

Janet Albert
Associate Professor of Fashion Merchandising
B.S., Syracuse University; M.A., New York University

*Rida Ali
Adjunct Assistant Professor of Nutrition
B.S., Cairo University; M.S., University of California, Davis; Ph.D., Rutgers, The State University, New Brunswick

*Cynthia Anderson
Adjunct Assistant Professor of Naturopathic Medicine
B.S., M.S., University of Minnesota; N.D., University of Bridgeport

*William Anderson
Adjunct Assistant Professor of Music (Guitar)
B.F.A., S.U.N.Y. at Purchase

*Dan Arcamone
Adjunct Assistant Professor of Music (Guitar)
B.M., Western Connecticut State University

*David Aresco
Adjunct Assistant Professor
B.S., Massachusetts College of Pharmacy

*John Almstead
Adjunct Faculty
B.F.A., B.I.D., Rhode Island School of Design

*Beth Atlas-Rubenstein
Adjunct Assistant Professor
B.A., University of Rochester, D.C., National College of Chiropractic

Michael J. Autourri
Professor of Biology
B.S., M.S., Ph.D., St. John’s University

Christian Bach
Assistant Professor of Technology
Management and Biomedical Engineering
B.B.A., M.B.A., Graduate School of Business Administration, Zurich, Switzerland; M.S., Albert-Ludwig University, Freiburg in Breisgau, Germany; M.B.A., Ph.D., University of Albany/SUNY

Ioana A. Badara
Assistant Professor of Education
B.S., University of Bucharest, Romania; M.S., University of Edinburgh, Scotland, UK; Ph.D., University of Tennessee

Hassan Bajwa
Associate Professor of Electrical Engineering
B.S., Polytechnic University of New York; M.S., The City College of New York; Ph.D., The City University of New York

Buket D. Barkana
Associate Professor of Electrical Engineering
B.S., Anadolu University; M.S., Ph.D., Eskisehir Osmangazi University

Dave O. Benjamin
Associate Professor of Political Economy
B.A., Carlton University; Ph.D., Cambridge University

*Kenneth Benson
Adjunct Faculty of Industrial Design
B.S., University of Bridgeport

Stergios S. Bibis
Visiting Assistant Professor of Biology
B.S., University of Bridgeport; M.S. Ph.D., Saint John’s University

*Susan N. Birge
Adjunct Assistant Professor of Counseling
B.A., Sacred Heart University; M.S., Ed.D., University of Bridgeport

*Felix Bocchino
Adjunct Assistant Professor of Nutrition
B.S., Manhattan College; M.S., Ph.D., Fordham University

*Christine C. Booth
Senior Lecturer
B.S.N., Fairfield University; M.S.N., D.N.P., Chamberlain College of Nursing

*Mary Moran Boudreau
Adjunct Assistant Professor of Dental Hygiene
A.S., B.S., M.B.A., University of Bridgeport

*Shannon Bradley
Adjunct Assistant Professor
A.S., B.S., University of Bridgeport

David M. Brady
Associate Professor of Clinical Sciences
B.S., Thomas A. Edison State College; D.C., Texas College of Chiropractic; N.D., University of Bridgeport; Diplomate, American Board of Clinical Nutrition; Certified Clinical Nutritionist

*Geri Brewster
Adjunct Assistant Professor of Nutrition
B.S. Virginia Tech; M.S. New York Medical College

*Darryl Brock
Adjunct Assistant Professor of History
B.S., Auburn University, M.S., University of South Florida, M.A., Claremont Graduate University

Allison E. Buller
Assistant Professor of Counseling
B.S., M.S., University of Louisiana, Ph.D., Western Michigan University

*Cheryl Burdette
Adjunct Assistant Professor of Nutrition
B.S., Psychology, University of Alabama; N.D., Bastyr University

Elena L. Cahill
Senior Lecturer
B.S., J.D., University of Bridgeport, School of Law

Albert Cantito
Clinical Associate Professor
D.C., New York Chiropractic College

*Brett M. Carr
Adjunct Assistant Professor of Chiropractic
B.A., Colgate University; D.C., University of Bridgeport

*Margaret Carroll
Adjunct Assistant Professor of Nutrition
B.S., M.A., Hofstra University; Ph.D., St. John’s University

*Michael Carucci
Adjunct Assistant Professor
B.A., Trinity College; D.C., University of Bridgeport

*John F. Centonze
Adjunct Assistant Professor of Dental Hygiene
B.A., University of Connecticut; D.D.S., Temple University

*Jung Chang Choi
Adjunct Assistant Professor of World Religions and Korean Language
B.A., Korea University; M.A. Sogang University; D.Min, New York Theological Seminary

*Maria Cholewinski
Adjunct Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport

Thomas W. Christ
Associate Professor of Education
B.A., M.Ed. Western Washington University; Ed.S., Seattle University; Ph.D. University of Hawaii

*Christina M. Ciacci
Adjunct Faculty
M.F.A., Western Connecticut State University; B.A. Eastern Connecticut State University
Faculty

*John Cianciolo  
Adjunct Assistant Professor of Chiropractic  
D.C., National College of Chiropractic

*William F. Clark  
Adjunct Assistant Professor of Chiropractic  
B.S., College of Holy Cross; D.C., University of Bridgeport

Jerald D. Cole  
Associate Professor of Education  
B.S., Syracuse University; M.S., M.L.S., Southern Connecticut State University; M.S., Rensselaer Polytechnic Institute; Ed.M., Ed.D., Columbia University

*Neil Coleman  
Adjunct Assistant Professor of Business  
B.A and M.A., Brigham Young University; Ph.D., New York University

*Richard S. Colon  
Adjunct Assistant Professor of Computer Engineering  
B.S., University of Massachusetts; M.S., University of Bridgeport

*Joseph Conlin  
Adjunct Assistant Professor of English  
B.A., Fairfield University, M.F.A., Goddard College

Sara L. Connolly  
Associate Professor of Counseling  
B.A., M.S.Ed., Ph.D., State University of New York

*Christopher Coogan  
Adjunct Assistant Professor of Music  
A.B., Amherst College

Allen P. Cook  
Professor of Education  
B.A., SUNY Binghamton; M.A., Columbia University, Ph.D., Stanford University

*Joan Dahlen  
Adjunct Lecturer of English  
B.A., Boston College; M.Ed., University of Virginia

*Maris DeCarli  
Assistant Clinical Professor of Dental Hygiene  
A.S., B.S., M.S., University of Bridgeport

*Kristine M. DeMarco  
Adjunct Assistant Professor, Naturopathic Medicine  
D.C., University of Bridgeport, College of Chiropractic

*Douglas DeMassa  
Adjunct Assistant Professor of Clinical Sciences  
D.C., University of Bridgeport

*Anthony DeQuattro  
Adjunct Assistant of Music  
B.M., University of Hartford; M.M., Yale University

Julius Dichter  
Associate Professor of Computer Science and Engineering  
M.S., University of New Haven; B.S., Ph.D., University of Connecticut

*Brittany Dion  
Adjunct Faculty  
B.A. New England School of Art and Design at Suffolk University; B.A. University of New Haven

*Drew DiVittorio  
Adjunct Assistant Professor of Acupuncture  
B.A. Concordia College; Diploma in Oriental Medicine and Taoist Healing Arts

*Catherine E. Doenges  
Adjunct Assistant Professor of Geography  
B.A., Mount Holyoke College; M.A., Ph.D., Syracuse University

Timothy G. Dorr  
Visiting Assistant Professor of Marketing  
B.S., University of Oregon; B.A., Columbia University; Doctor of Management, University of Phoenix

*Claire Doyle  
Adjunct Lecturer of English  
B.A., Housatonic Community College; B.S., M.A., C.A.S., Southern Connecticut State University; Ed.D., University of Bridgeport

*Vanessa Ducas  
Adjunct Assistant Professor of Nutrition  
B.S., York College; M. Phil. Yale University; Ph.D., Yale University

James Russell Ebbets  
Associate Professor of Clinical Sciences  
B.A., Union College; M.S.Ed, Norwich University; D.C., New York Chiropractic College

Khaled Elleithy  
Professor of Computer Science and Engineering  
B.Sc., M.S., Alexandria University; Ph.D., University of Louisiana at Lafayette

Kathleen Engelmann  
Associate Professor of Biology  
B.S., M.S., University of Illinois, Springfield; Ph.D., University of Connecticut

*Rodney Erickson  
Adjunct Assistant Professor of Nutrition  
B.S. University of Wisconsin; D.C Palmer College of Chiropractic; M.S. University of Bridgeport

*Paul A. Esposito  
Adjunct Assistant Professor of Psychology  
B.A., Seton Hall University; M.A., St. John's University; Ph.D., New York University

Timothy Eves  
Associate Professor of Philosophy  
B.A., University of Maine; M.A., Ph.D., University of Connecticut

Miad Faczipour  
Assistant Professor of Computer Science and Engineering  
B.S., University of Tehran; M.S., Ph.D., University of Texas at Dallas

*Terrence Fay  
Adjunct Assistant Professor of Music  
B.M., The Juilliard School; M.M., Artist Diploma, Yale University

*Linda Fleming  
Assistant Professor of Education  
B.A., M.S., Ed., Monmouth University; Ed.S., Seton Hall University; Ph.D.

Lesley D. Frame  
Associate Professor of Technology Management  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Arizona

*Thomas Freas  
Adjunct Assistant Professor of Music  
B.F.A., State University of New York at Purchase; M.M., Manhattan School of Music

*Mary Theresa Freeley  
Adjunct Assistant Professor of Chiropractic  
M.S. William Patterson University; D.C. University of Bridgeport

*Michael Friedman  
Adjunct Assistant Professor  
B.A., Antioch College; N.D., Canadian College of Naturopathic Medicine

Matthew Funk  
Clinical Associate Professor of Chiropractic  
D.C., Logan College of Chiropractic

*Alfred Furtado  
Adjunct Assistant Professor of Basic Sciences  
D.C., University of Bridgeport

*Mark W. Garber  
Adjunct Assistant Professor of Naturopathic Medicine  
B.S., Touro College; M.D., Universidad Autonoma de Ciudad Juarez, Fellow of the American College of Emergency Physicians

Wendy Garcia  
Associate Professor of Dental Hygiene  
B.S. University of New Haven; M.S.Ed., University of Bridgeport
Faculty

Edward Geist
Associate Professor of English
B.A., Columbia University; M.A., Ph.D., University of Virginia

*Elana Gelman
Adjunct Assistant Professor of Nutrition
B.S., Bastyr University; Ph.D. Southwest College

James Gerber
Adjunct Assistant Professor of Nutrition
B.A., University of California; M.S., University of Bridgeport; D.C., Western States Chiropractic College

Maria Ghersimova
Assistant Professor of Physics
B.S., Southern Connecticut State University; M.S., Ph.D., Yale University

*Michael Glade
Adjunct Assistant Professor of Nutrition
B.S., Massachusetts Institute of Technology; Ph.D., Cornell University

Christopher Good
Professor of Clinical Sciences
B.A., Thomas Edison State College; D.C., Palmer College of Chiropractic

*Chelsea Gordon
Adjunct Assistant Professor of Nutrition
B.S., N.D. Bastyr University

Laura Greco
Associate Professor of Dental Hygiene
R.D.H., B.S., M.S.Ed., University of Bridgeport

*Margo Gross
Adjunct Assistant Professor
B.S., Tufts; M.S., University of Bridgeport

*Zicheng Guo
Adjunct Assistant Professor of Education
B.A., Providence College; M.A., Wesleyan University

Navarun Gupta
Associate Professor of Electrical and Computer Engineering
B.E., University of Delhi; M.S., Georgia State University; M.S., Mercer University; Ph.D. Florida International University.

*Douglas Hanlon
Adjunct Assistant Professor of Naturopathic Medicine
B.S., LeMoyne College; Ph.D., SUNY Health Science Center at Syracuse

*Emilie Roberts Hannon
Adjunct Assistant Professor of Performing Arts
B.M., The Juilliard School

*William Harris
Adjunct Assistant Professor of Music
B.M., Ithaca College

*David Hart
Adjunct Assistant Professor of Music
B.M., Ithaca College

Stephen F. Healey
Associate Professor of World Religions
B.A., Eastern Nazarene College; M.A., Andover Newton Theological School; Ph.D., Boston College

*Eileen Heaphy
Adjunct Assistant Professor of International Relations
M.S. American University

*Karl B. Heine
Adjunct Faculty
B.F.A. University of Bridgeport

*Allen Helfer
Adjunct Assistant Professor of Dental Hygiene
B.A., Yeshiva University; D.D.S. Temple University

*Van Hendrickson
Adjunct Lecturer of English
B.A., Gettysburg College; M.A., Temple University

Eleanore M. Herschberger
Clinical Assistant Professor of Naturopathic Medicine
R.N., Akron General Medical College School of Nursing; N.D., National College of Naturopathic Medicine

Steve Hess
Assistant Professor of Political Science
B.A., Hanover College; M.A., University of Louisville; Ph.D., Miami University

Lawrence Hmurcik
Professor of Electrical Engineering
B.S., Fairfield University; M.S., Ph.D., Clarkson University; Registered Professional Engineer

*Douglas House
Adjunct Assistant Professor of Communication
B.A., Southern Connecticut State University; Union Theological Seminary (Virginia); M.R.E.

Junling Hu
Associate Professor of Mechanical Engineering
B.E., M.E., Huazhong University of Science and Technology; Ph.D., University of Missouri-Rolla

Mitchell O. Hubsher
Senior Lecturer
B.S., Excelsior College; N.D., University of Bridgeport; D.C., Palmer College of Chiropractic

*Carmen Hufcut
Adjunct Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport, A.S., University of Puerto Rico

Emmett Hughes
Associate Professor of Clinical Sciences, Chiropractic
B.A., Dowling College; M.S., Adelphi University; D.C., University of Bridgeport

*Dorothy Hurley
Adjunct Assistant Professor of Management
B.A., Cheyney University; M.Ed., Antioch University; Ed.D., Temple University

*Olga A. C. Ibsen
Adjunct Assistant Professor of Dental Hygiene
A.A.S., State University of New York, Farmingdale; B.S., M.S., Columbia University

Manyul Im
Associate Professor of Philosophy
B.A., University of California at Berkeley; M.A., Ph.D., University of Michigan

*Silvio Interlandi
Adjunct Assistant Professor of Music
B.M., M.M., University of Hartford

*Mihcak Ishii
Clinical Assistant Professor of Acupuncture
B.M., Oberlin College Conservatory of Music; M.M., Juilliard School; SCTOM, Pacific College of Oriental Medicine

*Gary Italia
Adjunct Assistant Professor of Nutrition
B.S., D.C., National College of Chiropractic, M.S., University of Bridgeport; Ph.D., Union Institute

*Stephen Jackowicz
Clinical Assistant Professor of Acupuncture
A.B. Harvard University; M.S., New England School of Acupuncture; Ph.D., Boston University

Edward M. Jankovic
Visiting Assistant Professor of Finance
B.S., University of Miami; M.B.A., University of Bridgeport; D.IBM, Nova Southeastern University

*Shereen Jegtvig
Adjunct Assistant Professor
Certified Nutrition Specialist, DACBN, M.S., University of Bridgeport, D.C., Northwestern college of Chiropractic

Jeffrey Johnson
Professor of Music
B.M., Ithaca College; M.M., Eastman School of Music; D.M.A., Boston University.

*Luke A. Johnson
Adjunct Faculty of Industrial Design
B.S. University of Bridgeport

*Jeffrey Jones
Adjunct Assistant Professor of Music
B.M., University of Massachusetts-Amherst; M.M., Yale University
Faculty

Thomas Juliusburger
Associate Professor of History and English
B.A., (Hons.), M.A., Oxford University

*John Kandalaft
Adjunct Assistant Professor of Interior Design
Ecole Nationale des Beaux Arts et d'Architecture, Rouen, France, M.S., University of Montreal School of Architecture.

Spiros Katsis
Professor of Biology
B.S., M.S., St. John’s University; Ph.D., New York University

Susan Katz
Senior Lecturer in Mass Communication
B.A., Brooklyn College; M.S., Quinnipiac University

Kevin R. Kelleher
Assistant Professor of Basic Sciences
B.S., Ph.D., Boston University

*Eric Kelly
Adjunct Assistant Professor
D.C., University of Bridgeport

*Gregory Kelly
Adjunct Assistant Professor
N.D., Southwest Kelley College of Naturopathic Medicine

Barry S. Kenedler
Professor of Nutrition
B.A., M.S., Ph.D., Pennsylvania State University

*Pamela Kennedy
Adjunct Assistant Professor of Dental Hygiene
Certificate, Forsyth School of Dental Hygiene, B.S., Quinnipiac College, M.B.A., University of Bridgeport

Gew-Rae Kim
Associate Professor of Finance
B.A., Seoul National University; M.B.A., Ph.D., City University of New York

Robert E. Kirschmann
Associate Professor of Education
B.A., Fordham University, M.Ed., Worcester State College; M.A., Ph.D., University of Oregon

David Kohn
Senior Lecturer in Accounting
B.A., C.W. Post College; M.B.A., Long Island University; Ph.D., New York University

Elif Kongar-Bahtiyar
Associate Professor of Mechanical Engineering and Technology Management
M.S., B.S., Yildiz Technical University; Ph.D., Northeastern University

*Peter Konsterlie
Adjunct Faculty
B.F.A. Minneapolis College of Art and Design

David W. Kraft
Professor of Mathematics and Physics
B.S., City College of New York; Ph.D., Pennsylvania State University

Diane Krumrey
Associate Professor of English
B.A., University of Illinois; Ph.D. University of Connecticut

*Christopher LaCava
Adjunct Assistant Professor of Acupuncture
M.S. TriState College of Acupuncture

Emily Larned
Assistant Professor of Graphic Design
B.A., Wesleyan University; M.F.A., Yale School of Art

*Robin Lawrence
Adjunct Assistant Professor of Dental Hygiene
A.B., D.D.S., Columbia University; M.P.H., University of Michigan

William D. Lay
Associate Professor of Criminal Justice and Human Security
B.S., University of Wisconsin; J.D., Columbia University School of Law

Jeongkyu Lee
Associate Professor of Computer Science and Engineering
B.S., Sungkyunkwan University; M.S., Graduate School Sogang University; Ph.D., University of Texas at Arlington

*Soo Ho Lee
Adjunct Assistant Professor of Acupuncture
OMD-Samra, University of Health Sciences Keyeng Hee University

Eric D. Lehman
Senior Lecturer in English
B.A., Kenyon College; M.A., The Pennsylvania State University

James Joseph Lehman
Associate Professor of Clinical Sciences
B.A., University of New Mexico; D.C., Logan College of Chiropractic

Neal A. Lewis
Associate Professor of Technology Management
B.S., University of Missouri, Rolla; MBA, University of New Haven; Ph.D., University of Missouri, Rolla

Zheng (Jeremy) Li
Associate Professor of Mechanical Engineering
B.S., M.S., Shanghai Institute of Mechanical Engineering, China; Ph.D., New Jersey Institute of Technology

*Steven Lindner
Adjunct Assistant Professor of Nutrition
B.S., University of New York; M.S., New York Chiropractic College; D.C., Life University

Lauren E. Linn
Visiting Assistant Professor of Psychology
B.A., Southern Methodist University; M.A. Ph.D., Hofstra University

Anthony Lisi
Associate Professor of Clinical Services, Chiropractic (Titular)
B.A., Fordham University; D.C., Palmer College of Chiropractic, West

*Mary Ann Llinas
Adjunct Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport; B.S., Sacred Heart University

Michael F. Lohle
Senior Lecturer
B.S., Fairfield University; M.B.A., University of Connecticut; Ph.D., Nova Southeastern University

*Margot Longenecker
Adjunct Assistant Professor of Naturopathic Medicine
B.A., University of North Carolina; N.D., National College of Naturopathic Medicine

Cheryl L. Lyon
Assistant Professor of Clinica Sciences
A.A., Naugatuck Valley Community Technical College; B.S., University of New Haven; N.D., University of Bridgeport

José M. Mahfoud
Clinical Assistant Professor
M.D., Universidad Nacional Pedro Hernandez Ureña (UNPHU); M.D., Universidad Iberoamericana (UNIBE); M.S., N.D., University of Bridgeport

Ausif Mahmood
Professor of Computer Science and Engineering
B.S., University of Lahore, Pakistan; M.S., Ph.D., Washington State University

*Clement Malin
Adjunct Assistant Professor of International Relations
B.A., Dartmouth College; M.S., Princeton University

Matthew Maron
Senior Lecturer in Accounting
B.B.A., Pace University; M.S., University of New Haven

*Barbara Marquette
Adjunct Assistant Professor of Nutrition
B.S., St. Johns University; M.S., University of Bridgeport

Frank A. Martignetti, III
Lecturer of Music
B.A., University of Rochester; B.M., Eastman School of Music; M.M., University of Cincinnati College-Conservatory of Music
Faculty

*Stacy H. Maslar
Adjunct Assistant Professor of Dental Hygiene
A.S., B.S., University of New Haven

*Giancarlo Massaro
Adjunct Faculty of Design
A.I.A., B.Arch, Pratt Institute School of Architecture

Mark E. Mattic
Associate Professor of Basic Sciences
B.S., Rensselaer Polytechnic Institute, M.D., Ph.D., Georgetown University

Marsha Matto
Visiting Assistant Professor of Interior Design
B.S., Mount Ida College

Arthur C. McAdams
Senior Lecturer in Management
B.S., Fairfield University; M.B.A., University of Connecticut; Ph.D., Nova Southeastern University

*Larry McCollum
Adjunct Faculty
B.F.A. Art Center College of Design

Kristin Minihan-Anderson
Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport

*M. Kyle Minor
Adjunct Assistant Professor of Theatre
B.A., St. Michael's College; M.F.A., Brandeis University

*Thomas Minotti
Adjunct Assistant Professor of Mathematics
B.S., M.S., University of Bridgeport

Melanie C. Mogavero
Visiting Assistant Professor of Criminal Justice and Human Security
B.A., State University of New York at Albany; M.A., Russell Sage College; MA, Ph.D., Rutgers University

*Eliot Mordkowitz
Adjunct Assistant Professor of Education
B.S., Brooklyn College; M.S., Ph.D., Harvard University

*Jeffrey Moss
Adjunct Assistant Professor Dental Hygiene
D.D.S., University of Michigan Dental School; Diplomate, American Clinical Board of Nutrition, Certified Nutrition Specialist

George Mulhs
Clinical Assistant Professor of Chiropractic
B.F.A., School of Visual Arts; D.C., Los Angeles College of Chiropractic; Diplomate American Board of Chiropractic Neurology; Certified Clinical Nutrition

Patricia I. Mulcahy-Enrt
Professor of Education
B.A., University of Rhode Island; M.Ed., Colorado State University; Ph.D., University of Minnesota

*Ann Marie Mulready
Adjunct Assistant Professor of Education
B.S., M.S., Central Connecticut State University

*Patricia Mulready
Adjunct Assistant Professor of Naturopathic Medicine
M.D., University of Connecticut

Gary Munch
Senior Lecturer
B.F.A., University of Oregon; M.S., University of Bridgeport

Louise A. Napoli
Clinical Assistant Professor
A.S., Nassau Community College; B.A. University of Houston; M.S., N.D., University of Bridgeport

Newsa Nanette Nargaski
Associate Professor of Clinical Sciences
B.Sc., M.Sc., University of Toronto, D.C., Canadian Memorial Chiropractic College

*Ginger Nash
Adjunct Assistant Professor
B.A., San Diego State University; N.D., National College of Naturopathic Medicine

Amy M. Nawrocki
Senior Lecturer
B.A., Sarah Lawrence College; M.F.A., University of Arkansas

Nelson N. Ngo
Associate Professor of Education
C.A.P.C.E.G., University of Yaounde Cameroon; M.S., Ph.D., University of Reading, England-U.K.

*James Nicholas
Adjunct Assistant Professor of Marketing
B.S., Morgan State; M.B.A., Harvard Business School

John Nicholas
Professor of Geology and Chemistry
B.S., M.S., Ph.D., New York University

*Barbara Niemczyk
Adjunct Assistant Professor of English
B.A., Emmanuel College; M.A., Harvard University; Ph.D., Yale University

Emma J. Norton
Clinical Assistant Professor
B.S., University of New Hampshire; N.D., University of Bridgeport

Lori A. Noto
Associate Professor of Education
B.A., State University of New York College at Buffalo; M.S.Ed., Russell Sage College; Ph.D., University of Kansas

David E. Oberleitner
Assistant Professor of Psychology
B.A., University of Toledo; M.A., Wayne State University; Ph.D., Wayne State University

*Thomas McCullough O’Brien
Adjunct Assistant Professor of Legal Assistant Studies
B.A., St. Michael's College; J.D., Cleveland State University, Cleveland Marshall School of Law

*Timothy O’Brien
Adjunct Assistant Professor of Acupuncture
A.S., Nursing, Bristol Community College; B.S., Biology, Bridgewater State College; M.S.Ac., New England School of Acupuncture

*Robert Orescovitch
Adjunct Assistant Professor
B.A., Rutgers University; M.B.A., Fairleigh Dickinson University; M.A., Ph.D., University of Connecticut

Donna Oropall
Lecturer of Human Services
B.S., St. Joseph’s College; M.S., University of Bridgeport

Julia Ann O’Sullivan
Visiting Assistant Professor of Health Sciences
B.S., Empire State College; M.A., Maryknoll School of Theology; M.S., N.D., University of Bridgeport

*Keith Overland
Adjunct Clinical Assistant Professor of Chiropractic
D.C., New York Chiropractic College; Certified Chiropractic Sports Physician

Jani Macari Pallis
Associate Professor of Technology Management and Mechanical Engineering
B.S., M.S., Georgia Institute of Technology; M.S., Ph.D., University of California

*Phanos Patelis
Adjunct Assistant Professor of Education
B.A., College of Holy Cross; M.A., Ph.D., Fordham University

Prabir K. Patra
Associate Professor of Mechanical Engineering and Program Director, Biomedical Engineering
B.S. Burdwan University, India; M.S., Ph.D., Indian Institute of Technology

Marie Paulis
Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport
Faculty

*Jonathan J. Pedro
Adjunct Assistant Professor of Psychology
B.A., M.A., State University of New York; Ph.D., University of Memphis

Stephen Perle
Professor of Clinical Sciences, Chiropractic
B.S., University of the State of New York; M.S. Southern Connecticut State University; D.C., Texas College of Chiropractic

Terence A. Perrault
Professor of Clinical Sciences, Chiropractic
B.S., Iona College; D.C., Western States Chiropractic College; Diplomate, American Board of Chiropractic Radiology

Amanda K. Petrus
Visiting Assistant Professor of Chemistry
B.S., State University of New York at Fredonia; Ph.D., Syracuse University

*Charles Thomas Phillips
Adjunct Assistant Professor
Ph.D., Moscow State University

Donna Phillips
Senior Lecturer in Human Services
B.S., College of St. Rose; M.A., Fairfield University

*Carrie Picardi
Assistant Professor of Management
B.A., The College of New Jersey, M.A., University of New Haven, Ph.D., Hofstra University

*Paul Pierce
Adjunct Assistant Professor of Music (Instrumental Conducting)
B.M., University of Oklahoma; M.M., University of Cincinnati

*Frank Pociadlo
Adjunct Assistant Professor of Education
B.S., M.S., C.A.S., Central Connecticut State University

*Jeffrey Pracella
Adjunct Assistant Professor of Chiropractic
D.C., National College of Chiropractic; Diplomate American Board of Sports Chiropractic Physicians

Gail Prelli
Assistant Professor of Education
B.S., M.S., Ed.D., Central Connecticut State University

Thomas B. Price
Associate Professor of Health Sciences
A.A., Dalton State College; B.S., M.S., Georgia Institute of Technology; M.Ph., Ph.D., Yale University

*Curtiss W. Priest
Adjunct Assistant Professor of Education
B.S., Gettysburg College; M.S., Ph.D., Rensselaer Polytechnic Institute

Gretchen Rauch-Cianciola
Clinical Assistant Professor of Dental Hygiene
B.S., University of Bridgeport, M.Ed., Post University

*Tim Regan
Adjunct Associate Professor of Acupuncture
B.A. Fairfield University; M.A. Goddard College

*Michael Reife
Adjunct Assistant Professor of Chiropractic
B.A., West Virginia University; D.C., National College of Chiropractic; Diplomate, American Chiropractic Academy of Neurology

Jinque Rho
Professor of Biology
B.S., Seoul National University; M.S., Clark University; Ph.D., University of Massachusetts

Afrah Richmond
Assistant Professor of Social Studies Education
A.B., Harvard University; Ph.D., New York University

*Ali Rida
Adjunct Assistant Professor of Nutrition
B.S., Cairo University; M.S., University of California, Davis; Ph.D., Rutgers, The State University, New Brunswick

Robert J. Riggs
Assistant Professor of World Religions
A.B., Harvard University; Ph.D., New York University

Patricia Rigia
Professor of Fashion Merchandising and Retailing
A.A., B.S., M.S., University of Bridgeport

Laurel Lee Walker Risom
Clinical Associate Professor
A.S., University of Bridgeport; B.S., University of Maryland; M.S., University of Connecticut, School of Medicine

*James J. Ritchie
Adjunct Assistant Professor of Education
B.S., M.S., University of Bridgeport; 6th Year Diploma, Southern Connecticut State University; Ed.D., Teachers College, Columbia University

*Robin Ritterman
Adjunct Associate Professor of Acupuncture
B.S., State University of New York, Albany; Diploma in Acupuncture, Oregon College of Oriental Medicine; N.D. National College of Naturopathic Medicine

*Dawn A. Robinson
Adjunct Assistant Professor of Nutrition
B.S., Southern Connecticut State University; M.S. University of Bridgeport; D.C. Life University

*Connie Rockman
Adjunct Assistant Professor of Education
B.A., Dickinson College; M.L.S., University of Pittsburgh

*Devon Todd Rhoda
Adjunct Faculty
B.A. Indiana University

Anthony Ross
Senior Lecturer
B.A., Eastern Connecticut State College; Ph.D., Stony Brook University

Richard L. Rubenstein
President Emeritus and Distinguished Professor of Religion
A.B., University of Cincinnati; M.H.L., Jewish Theological Seminary of America; S.T.M., Harvard Divinity School; Ph.D., Harvard University

*Christian Ruggiero
Adjunct Faculty
B.A. Brown University

Tracey Ryan
Associate Professor of Psychology
B.A., Assumption College; M.A., Tuffs University; Ph.D., Clark University

*Stephanie Sacks
Adjunct Assistant Professor of Nutrition
B.A., Hamilton College; M.S., Columbia University

*Thomas Sacco
Adjunct Lecturer of English
B.A., Sacred Heart University; M.S., University of Bridgeport

*Charles Saladino
Adjunct Assistant Professor of Nutrition
B.A., M.A., Holy Cross University; Ph.D., Iowa State University

Angela Santiago
Associate Professor of Chemistry
B.S., National University in Paraguay; M.S., University of Puerto Rico; Ph.D., Syracuse University

Richard Saporito
Associate Professor of Clinical Sciences
B.S., New York University; D.C., New York Chiropractic College; Diplomate, American Board of Chiropractic Orthopedics

*Sharon Sawitzke
Associate Professor of Basic Sciences, Chiropractic
B.S., Marymount Manhattan College; M.A., Ph.D., City University of New York

*Brandt Schneider
Adjunct Assistant Professor of Music
B.A., Oberlin College; M.P.A., Syracuse University, 6th Year, Southern Connecticut State University

*Sharon Sawitzke
Associate Professor of Basic Sciences, Chiropractic
B.S., Marymount Manhattan College; M.A., Ph.D., City University of New York

*Brandt Schneider
Adjunct Assistant Professor of Music
B.A., Oberlin College; M.P.A., Syracuse University, 6th Year, Southern Connecticut State University
**Faculty**

Gad Selig  
*Senior Lecturer of Management*  
B.A., City College of New York; M.B.A.  
Baruch College; P.E., Columbia University;  
D.P.S., Pace University

*Salvatore F. Sena*  
*Adjunct Assistant Professor of Medical Technology*  
B.S., Trinity College; Ph.D., The University of Texas, Austin

Mark K. Setton  
*Associate Professor of Martial Arts Studies and World Religions*  
B.A., M.A., Sungkyunkwan University; D. Phil, University of Oxford

*Richard Seymour*  
*Adjunct Assistant Professor of Nutrition*  
B.S., M.S., Southern Connecticut State University; M.S., University of Bridgeport

*Joan Shea, RDH*  
*Adjunct Clinical Assistant Professor of Dental Hygiene*  
A.S., University of Bridgeport

*Aaron Trocola*  
*Adjunct Assistant Professor of Dental Hygiene*  
A.S., New York University; B.S., Farmingdale State University; M.A., Stony Brook State University

Peter Szynkowicz  
*Clinical Associate Professor of Chiropractic*  
D.C., New York Chiropractic College;  
Certified Chiropractic Sports Physician;  
Diplomat American Chiropractic Board of Sports Physicians

*Margaret Tabor*  
*Adjunct Assistant Professor of Chiropractic*  
B.A., Boston University; D.C., University of Bridgeport College of Chiropractic;  
Diplomate, American Board of Chiropractic Nutrition; Certified Clinical Nutritionist

David Terfara  
*Assistant Professor of Naturopathic Medicine*  
B.S., University of Massachusetts at Dartmouth; Ph.D., State University of New York Upstate Medical University

*Diane Terlaga*  
*Adjunct Assistant Professor*  
A.S., Naugatuck Valley Community Technical College; Registered Radiographic Technologist

Deborah Terry  
*Clinical Assistant Professor of Chiropractic*  
D.C., National College of Chiropractic

Abhijata Tribrewal  
*Senior Lecturer in Computer Science and Engineering*  
B.S., Lady Irwin College; M.S., University of Bridgeport

Robert S. Todd  
*Associate Professor of Computer Applications and Information Systems*  
B.S., Georgia Institute of Technology; M.B.A., University of Bridgeport; M.S., Polytechnic University; Ph.D., University of Connecticut

*Elaine Torres*  
*Adjunct Clinical Assistant Professor of Dental Hygiene*  
R.D.H., A.S., B.S., M.S., University of Bridgeport

*Anthony Tortorella*  
*Adjunct Assistant Professor of Basic Sciences*  
D.C., University of Bridgeport

Karen Sue Williams  
*Assistant Professor of Dental Hygiene*  
A.S., B.S., M.S., University of Bridgeport

*Pamela Tunnell*  
*Adjunct Clinical Associate Professor*  
B.S., Florida State University; D.C., New York Chiropractic College

Hans van der Giessen  
*Associate Professor of Political Science*  
B.A., University of Bridgeport; M.A., Institute of Social Studies, The Hague; Ph.D., New York University  
Leigh-Lynn Vitukinas  
Clinical Assistant Professor of Dental Hygiene  
A.S., B.S., M.S., University of Bridgeport

Thomas J. Ward  
*Professor of Global Development and Peace*  
B.A., University of Notre Dame; Diplôme (hons.) University of Paris-Sorbonne; M.A. California State University; M.R.E., Unification Theological Seminary; D.Ed., De La Salle University

*Perry Wasserlauf*  
*Adjunct Assistant Professor of Dental Hygiene*  
B.A., Emory University; D.M.D., University of Maryland

Chunjuan Nancy Wei  
*Associate Professor of International Political Economy & Diplomacy*  
B.A. Shanxi Normal University; B.Law Beijing Foreign Studies University; M.S. University of La Verne; M.A., Ph.D., Claremont Graduate University

*Richard Weidlich*  
*Adjunct Assistant Professor of Music*  
B.A., Portland State University; M.M., D.M.A.,  
University of Arizona

Xinlong Weng  
*Senior Lecturer*  
Ph.D., University of South Florida

*Michelle Wedmeier*  
*Adjunct Assistant Professor of Chiropractic*  
D.C., University of Bridgeport

Alexander W. White  
*Associate Professor of Design Management*  
B.F.A., Kent State University; M.F.A., Syracuse University

Hans van der Giessen  
*Assistant Professor of Design Management*  
B.F.A., Kent State University; M.F.A., Syracuse University

*Sooyeon Nikki Lee-Wingate*  
*Assistant Professor of Marketing*  
B.B.A., M.B.A., Seoul National University;  
Ph.D., Stern School of Business, New York University

Congsheng Wu  
*Professor of International Finance*  
B.E., Tsinghua University; M.B.A., University of International Business and Economics;  
Ph.D., University of South Carolina

*Anthony Tortorella*  
*Adjunct Assistant Professor of Music*  
B.S., Western Connecticut State University;  
M.S., Southern Connecticut State University

*Joan Shea, RDH*  
*Adjunct Clinical Assistant Professor of Dental Hygiene*  
A.S., University of Bridgeport

*Aaron Trocola*  
*Adjunct Assistant Professor of Dental Hygiene*  
A.S., New York University; B.S., Farmingdale State University; M.A., Stony Brook State University

*Pamela Tunnell*  
*Adjunct Clinical Associate Professor*  
B.S., Florida State University; D.C., New York Chiropractic College

Hans van der Giessen  
*Associate Professor of Political Science*  
B.A., University of Bridgeport; M.A., Institute of Social Studies, The Hague; Ph.D., New York University  
Leigh-Lynn Vitukinas  
Clinical Assistant Professor of Dental Hygiene  
A.S., B.S., M.S., University of Bridgeport

Thomas J. Ward  
*Professor of Global Development and Peace*  
B.A., University of Notre Dame; Diplôme (hons.) University of Paris-Sorbonne; M.A. California State University; M.R.E., Unification Theological Seminary; D.Ed., De La Salle University

*Perry Wasserlauf*  
*Adjunct Assistant Professor of Dental Hygiene*  
B.A., Emory University; D.M.D., University of Maryland

Chunjuan Nancy Wei  
*Associate Professor of International Political Economy & Diplomacy*  
B.A. Shanxi Normal University; B.Law Beijing Foreign Studies University; M.S. University of La Verne; M.A., Ph.D., Claremont Graduate University

*Richard Weidlich*  
*Adjunct Assistant Professor of Music*  
B.A., Portland State University; M.M., D.M.A.,  
University of Arizona

Xinlong Weng  
*Senior Lecturer*  
Ph.D., University of South Florida

*Michelle Wedmeier*  
*Adjunct Assistant Professor of Chiropractic*  
D.C., University of Bridgeport

Alexander W. White  
*Associate Professor of Design Management*  
B.F.A., Kent State University; M.F.A., Syracuse University

Karen Sue Williams  
*Assistant Professor of Dental Hygiene*  
A.S., B.S., M.S., University of Bridgeport

*Sooyeon Nikki Lee-Wingate*  
*Assistant Professor of Marketing*  
B.B.A., M.B.A., Seoul National University;  
Ph.D., Stern School of Business, New York University

Congsheng Wu  
*Professor of International Finance*  
B.E., Tsinghua University; M.B.A., University of International Business and Economics;  
Ph.D., University of South Carolina
Faculty

Xingguo Xiong  
Associate Professor of Electrical and Computer Engineering  
B.S., Wuhan University; Ph.D, Shanghai Institute of Microsystem and Information Technology; Ph.D, University of Cincinnati.

Frances Yahia  
Adjunct Assistant Professor of Nutrition  
B.S., M.S., M.P.H., Florida International University; Ph.D. (Cand.), Barry University; LD/N, Licensed Dietician/Nutritionists-Florida

Richard W. Yelle  
Senior Lecturer of Art and Design  

Yanmin Yu  
Professor of Mass Communication  
B.A., Shanghai Studies International University; M.A., Ph.D., Syracuse University

Eugene Zampieron  
Senior Lecturer of Naturopathic Medicine  
N.D., Bastyr University; A.H.G, American Herbalist Guild

Meg Zayan  
Associate Professor of Health Sciences  
R.D.H., University of Pennsylvania; B.S., University of Missouri-Kansas; M.P.H., University of Pittsburgh; Ed.D., University of Bridgeport

*Daniel Zegibe  
Adjunct Assistant Professor of Martial Arts Studies  
B.A., Syracuse University; M.B.A., Rochester Institute of Technology

*Keith Zeitlin  
Adjunct Assistant Professor of Naturopathic Medicine  
N.D., Bastyr University

Linfeng Zhang  
Associate Professor of Electrical Engineering  
B.S., M.S., Dalian University of Technology, P.R. China; M.S., Ph.D., Wayne State University

Frank Zolli  
Professor of Clinical Sciences, Chiropractic  
B.S., Saint Peter’s College; D.C., New York Chiropractic College; Ed.D., University of Bridgeport

*adjunct faculty
Faculty Emeriti

Dick Allen
Charles A. Dana Professor of English
B.A., Syracuse University; M.A., Brown University

Sue N. Atkinson
Associate Professor Emeritus of Economics
Park College; M.A., Ph.D., University of Wisconsin

Allison M. Bailey
Associate Professor Emeritus of Nursing
M.A., Teachers College, Columbia University; R.N.

William S. Banks
Professor Emeritus of Theatre
B.A., Hobart College; M.F.A., Yale University School of Drama

Glenn Bassett
Professor Emeritus of Management
B.A., University of California at Berkeley; Ph.D., Yale University

Janet Carroll-Memoli
Associate Professor Emeritus of Dental Hygiene and Director,
Fones School of Dental Hygiene R.D.H., A.S., B.S., M.S., University of Bridgeport

Robert C. Chang
Associate Professor Emeritus of Accounting
B.S., University of San Francisco; M.B.A., Ph.D., New York University

Lincoln H. Clark
Professor Emeritus of Marketing Law
A.B., M.B.A., Ph.D., University of Chicago

Sidney Clark
Professor Emeritus of Education
B.S., M.Ed., University of Georgia; Ed.D., Columbia University

Dominic J. DiMattia
Professor Emeritus of Counseling and Community Services
B.A., University of Massachusetts; M.Ed., Boston University; Ed.D., University of Massachusetts

Betty R. Dorfman
Professor Emeritus of Mass Communication
B.A., M.S.E., City College of New York; Sixth Year Professional Diploma, University of Bridgeport

Frederick A. Ekeblad
Professor Emeritus of Quantitative Analysis
B.A., M.A., Brown University; Ph.D., Northwestern University

Fred Esposito
Professor Emeritus of Psychology
B.A., University of Bridgeport; M.A., Fairfield University; Ph.D., Yeshiva University

Franklin C. Fitchen
Professor Emeritus of Electrical Engineering
B.S., University of Rhode Island; M.S., Northeastern University; D.Engr., Yale University; Registered Professional Engineer

Courous Ghaznavi
Professor Emeritus of Electrical Engineering
Electrical Engineering Diploma, Ecole Polytechnique Federale Lausanne, Switzerland, and Ecole Superieure D'Electricite de Paris; D.Engr., University of Paris

Harriet Goodspeed
Associate Professor Emeritus of Nursing
B.S., M.Ed., Certification for Family Therapist, Columbia University; R.N.

William Greenspan
Professor Emeritus of Business Law
B.S., Babson College; J.D., L.L.M., Suffolk University Law School

James T. Hamilton
Professor Emeritus of Educational Leadership
B.A., Miami University; B.S., M.A., Ohio State University; Ph.D., Case-Western Reserve University; L.H.D. (Hon.) University of the Far East

Grace P. Ho
Professor Emeritus of Mathematics
B.S., Oregon State University; M.S., Iowa State University; Ph.D., Pennsylvania State University

James O. Jackson
Professor Emeritus of Art
B.A., Ohio Wesleyan University; M.A., Columbia University

Hugo A. James
Professor Emeritus of Biology
A.S., B.A., M.S., University of Bridgeport; M.A., University of Virginia; Ph.D., Iowa State University

Martha P. Jayne
Professor Emeritus of Nursing
B.S., Upper Iowa University; M.A., Columbia University; B.N., M.P.H., Yale University

John Kelly
Professor Emeritus of Education
B.A., Iona College; M.A., Hunter College; Ph.D, Fordham University

Wilson Kinnach
Professor Emeritus of English
B.A. Brown University; M.A., Ph.D., University of Pennsylvania

Isabelle Koehler
Associate Professor Emeritus of Nursing
B.S., Pratt Institute; M.A., New York University; 6th Year Certificate, University of Bridgeport

Eileen A. Lord
Professor Emeritus of Art
B.A., Hunter College; M.A., Columbia University; Ph.D., Institute of Fine Arts New York University

A. Katherine Lyman
Professor Emeritus of Nursing
B.A., Mount Holyoke College; M.A., Columbia University; R.N.

August Madrigal
Professor Emeritus of Art
B.A., Fresno State College; M.A., Columbia University

Donald J. McIntyre
Professor Emeritus of Industrial Design
B.S., M.S., University of Bridgeport

Wesley Menzel
Professor Emeritus of Education
B.S., Pennsylvania State University; Ed.M., Ed.D., Temple University

Leland Miles
Professor Emeritus of English and President Emeritus of the University
B.A., Juniata College; M.A., Ph.D., University of North Carolina; Litt.D. (hon.), Juniata College; L.H.D. (hon.), Rosary Hill College; L.L.D. (hon.), Far East University; Doctor Honoris Causa, University of Guadalajara

Jocelyne Roman Poisson
Associate Professor Emeritus of Dental Hygiene and Director

Robert H. Persons, Jr.
Professor Emeritus of Economics and Finance
B.A., University of Texas; M.A., Ph.D., Columbia University

Robert E. Redmann
Professor Emeritus of Industrial Design
Certificate, Pratt Institute; B.F.A., Rhode Island College of Design

Albert J. Schmidt
Bernhard Professor Emeritus of History
Ph.D., University of Pennsylvania

Harry Seymour
Professor Emeritus of Elementary Education
B.S., Illinois State Normal University; M.S., Ph.D., Southern Illinois University

Sylvia Liebling Shire
Associate Professor Emeritus of Fashion Merchandising and Retailing
B.S., M.A., New York University
Faculty Emeriti

Robert L. Singletary  
Professor Emeritus of Biology  
A.B., University of North Carolina; M.S., University of Rhode Island; Ph.D., University of Miami

Valerie L. Sodano  
Professor Emeritus of Management and Industrial Relations  
B.B.A., St. John’s University; M.B.A., Ph.D., New York University

Bertram Spiller  
Associate Professor Emeritus of Sociology  
B.S., Northeastern University; Ph.D., Boston University

Richard A. Strand  
Professor Emeritus of Electrical Engineering  
B.S., M.S., Ph.D., Pennsylvania State University

T. Mathai Thomas  
Professor Emeritus of Education  
B.S., B.Ed., Kerala University, India; M.Ed., Madras University, India; M.A., Putney-Antonich Graduate School, Vermont; M.A., University of Connecticut; Ed.D., Boston University

Edward S. Tillman, Jr.  
Professor Emeritus of Mechanical Engineering  
B.S.M.E., M.S.M.E., Rensselaer Polytechnic Institute; Sc.D., Stevens Institute of Technology; Registered Professional Engineer

Lubomir W. Tomaszewski  
Professor Emeritus of Industrial Design  
Graduate, Railroad Technical Mechanical School, Warsaw, Poland; M.S., Academy of Fine Arts, Warsaw, Poland

Laura Wanta  
Assistant Professor Emeritus of Nursing  
B.S., Marquette University; M.A., Columbia University; R.N.
Administration
Administration

Board of Trustees

OFFICERS

Co-Chair
The Honorable Frank N. Zullo, Esq.
Partner, Tierney, Zullo, Flaherty & Murphy, PC

Co-Chair
Thomas G. Walsh, Ph.D.
Chairman, Universal Peace Federation

Co-Chair
Mark A. Fries, CPCU '73
Senior Vice President, People's United Insurance Agency

Co-Chair
Thomas M. O'Hara '84
President, International Marketing Systems Ltd.

Co-Chair
Diane M. Allison, JD '90
Partner, Gunn, Godfrey & Allison

Secretary
Gordon L. Anderson, Ph.D.
President, Paragon House

Assistant Secretary and General Counsel
Carolyn R. Linsey, Esq.

BOARD MEMBERS

Shintaro Akatsu '88
President, Kamata, Incorporated

Paul Antinozzi, A.I.A.
President, Antinozzi Associates

Robert L. Berchem, Esq.
Principal, Berchem Moses, PC

The Honorable Marjorie B. Buessing
Owner, Sunburst Enterprises, LLC, Ret.

David F. D'Addario
CEO and Chairman, D'Addario Industries

Mrs. Henry B. duPont III
Community Representative

The Honorable Joseph P. Ganim, (Ex Officio)
Mayor, City of Bridgeport

Abraham L. Gordon, Esq. '51
Partner, Gordon & Scalo

Bruce L. Graham
Former Senior Vice President, G.M.M.
BJ's Wholesale Club

Sara Towe Horsfall, Ph.D.
Associate Professor, Texas Wesleyan University, Ret.

Barbara A. James '74, '77
Managing Director, Deloitte Touche Tohmatsu Limited

Ki Hoon Kim
Chairman, The New Yorker Hotel

Nicholas N. Kittrie, KStJ, SJD
Chairman, The Eleanor Roosevelt Institute for Justice & Peace

Arthur E. Landi '74
President, Display Producers, Inc.

Arnold H. Lema '70
Director, Treasury Services United Technologies, Ret.

Susan J. O'Hara '84
Director of Marketing Services, International Marketing Systems, Ltd.

The Honorable Nicholas A. Panuzio '57
Principal, Panuzio & Giordano Public Affairs, LLC

Arch Foot Care

Neil Albert Salonen, (Ex Officio, non-voting)
President, University of Bridgeport

S. George Santa '53
Chairman, Santa Energy, Inc.

Lambert C. Shell, Sr. '92
Director, Roosevelt Public Library

Phillip G. Soaivan '95
Financial Advisor, Primerica Financial Services

Pierre Tardy
Scull & Company, Ret.

Joseph Vittoria
Executive Vice President and CAO
Promotion In Motion Companies

Martin F. Wolf, Esq.
Cohen & Wolf, Ret.

LIFE TRUSTEES

N. Donald Edwards '57
Daniel J. Greaney '50
Norge W. Jerome, Ph.D.
Mrs. Gilbert R. Larson
Mrs. Eleonora W. McCabe
Richard L. Rubenstein, STM, Ph.D.

Senior Administrators of the University

President
Neil Albert Salonen

Provost and Vice President for Academic Affairs
Stephen Healey, Ph.D.

Senior Vice President for Graduate Studies and Research
Tarek M. Sobh, Ph.D., P.E.

Vice President for Administration and Finance
Susan Williams, D.M., M.B.A., C.P.A.

Vice President for Internationalization
Thomas J. Ward, Ed.D.

Vice President for Facilities
George Estrada, B.A.

Vice President for University Relations
Robert P. Cottle, M.S.

Vice President for Enrollment Management
Karissa Peckham, J.D.

General Counsel
Carolyn R. Linsey, Esq.
Office of the President

President
Neil Albert Salonen
Special Assistant to the President; Dean, International Program Initiatives
Brian Lim, M.S.
Executive Assistant to the President
Joan E. Florczak
Executive Assistant to the President for Institutional Research
Barbara A. Gabianelli, M.S.
General Counsel
Carolyn R. Linsey, Esq.
Administrative Assistant to the General Counsel
Sunni M. E. Hudy

Division of Academic Affairs

Office of the Provost
Provost and Vice President for Academic Affairs
Stephen Healey, Ph.D.
Director of Academic Administrative Support
Valerie Powell Baldwin, B.E.S
Executive Assistant to the Provost
Janet B. Carroll
Debra Dubuque, B.A.
Deputy Provost
Aaron Perkus, Ph.D.
Assistant Provost for Student Success
Jeffrey Johnson, D.M.A.
Senior Vice President for Graduate Studies and Research
Tarek Sobh, Ph.D.
Vice President for Health Sciences
David M. Brady, N.D., D.C., C.C.N., D.A.C.B.N.
Health Sciences Coordinator
Janice Faye

Academic Support Services

Academic Technology Services
Director
Alker-Kelly Antoine
Instructional Technology Systems Administrator
Kris Bickell, M.S.
Instructional Technology Trainer
Claus Perrotti, Ph.D.
Associate Director
Michael Lockshier
Associate Director
Tara Maroney
Assistant Director of Student Advising and Communications
Lauren Humphrey
Media Services Coordinator
Lynn Dorsey

Title III Grant
Director
Brian Keiser
Director of General Education Seminars & Cohort
Elizabeth Haas
Writing Coordinator
Leslie Hazen

Tutoring and Learning Center
Director
Roxie Ray, M.Ed.

Student Support Services
Director
Chrystie Cruz
Assistant Director
Moises Jimenez

Schools, Colleges, and Institutes

Acupuncture Institute
Director
Jennifer Brett, N.D., L.Ac.
Associate Director
Charles T. Ford, L.Ac.
Clinic Director
Michael Ishii, L.Ac.

School of Arts and Sciences
Dean
Manyul Im, Ph.D.
Associate Dean
Edward V. Geist, Ph.D.

College of Chiropractic
Dean
Michael Ciolfi, D.C.
Associate Dean of Academic Affairs
Paul R. Sherman, D.C.
Associate Dean of Clinical Education
Anthony Onorato, D.C.

School of Professional Studies
Dean
Michael J. Giampaoli, M.B.A.
Associate Dean and Director of Academic Advising
Yvrose Romulus, B.S.
Director of Professional Studies Program
Michael T. Patterson, Ed.D.
Director of Stamford Center
Maureen Maloney, M.S.
Director of Waterbury Center
Karen Ringwood, M.A.

School of Education
Dean
Allen Cook, Ph.D.

School of Engineering
Dean
Tarek M. Sobh, Ph.D., P.E.
Associate Dean
Khaled Elleithy, Ph.D.
Associate Dean for Business Development and Outreach
Gad Selig, D.P.S.
Associate Dean of International Initiatives and Director of Systems Operations
Abdelshakour Abuzneid, Ph.D.
School Administrative Manager
Susan J. Kristie, B.S.
### Administration

<table>
<thead>
<tr>
<th>Department</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ernest C. Trefz School of Business</strong></td>
<td>Dean</td>
<td>Lloyd Gibson, D.Sc.</td>
</tr>
<tr>
<td></td>
<td>Associate Dean for Academic Affairs</td>
<td>Arthur McAdams, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean</td>
<td>moth Raynor, Ph.D.</td>
</tr>
<tr>
<td><strong>Fones School of Dental Hygiene</strong></td>
<td>Dean</td>
<td>Marcia Lorentzen, Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Director of Clinical Education</td>
<td>Laura J. Greco, M.S.Ed.</td>
</tr>
<tr>
<td><strong>Nutrition Institute</strong></td>
<td>Director</td>
<td>David M. Brady, N.D., D.C., C.C.N., D.A.C.B.N.</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
<td>Karen Siclare, M.S.</td>
</tr>
<tr>
<td><strong>College of Naturopathic Medicine</strong></td>
<td>Dean</td>
<td>Marcia Prenguber, N.D.</td>
</tr>
<tr>
<td></td>
<td>Associate Dean of Academic Affairs</td>
<td>Stephanie Draus, N.D.</td>
</tr>
<tr>
<td></td>
<td>Associate Dean of Clinical Education</td>
<td>Jose Mahfoud, N.D.</td>
</tr>
<tr>
<td><strong>Physician Assistant Institute</strong></td>
<td>Director</td>
<td>Theresa Horvath, PA-C, MPH, DFAAPA</td>
</tr>
<tr>
<td></td>
<td>Director of Clinical Medicine and Associate Administrative Director</td>
<td>Carolyn McCann, RPh, M.S.</td>
</tr>
<tr>
<td></td>
<td>Director of Clinical Education</td>
<td>Isabel Brodersen, PA-C, CHA, M.S.</td>
</tr>
<tr>
<td></td>
<td>Associate Director for Clinical Education and Director of Research</td>
<td>Medeya Tsnobiladze, N.D.</td>
</tr>
<tr>
<td></td>
<td>Assistant Director of Academic Affairs</td>
<td>Lauren Weindling, PA-C, MPAS</td>
</tr>
<tr>
<td><strong>College of Public and International Affairs</strong></td>
<td>Dean</td>
<td>Thomas J. Ward, D.Ed.</td>
</tr>
<tr>
<td></td>
<td>Executive Assistant to the Dean and Vice President</td>
<td>Guljana Torikai, M.A.</td>
</tr>
<tr>
<td><strong>Shintaro Akatsu School of Design</strong></td>
<td>Dean</td>
<td>Max S. Shangle</td>
</tr>
<tr>
<td><strong>Wahlstrom Library</strong></td>
<td>University Librarian</td>
<td>Deborah Dulepski, M.S.L.S.</td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td>Registrar</td>
<td>MaryAnn D’Entremont</td>
</tr>
<tr>
<td><strong>Office of Admissions</strong></td>
<td>Vice President for Enrollment Management</td>
<td>Karissa Peckham, J.D.</td>
</tr>
<tr>
<td><strong>Office of Student Affairs</strong></td>
<td>Dean of Students</td>
<td>Edina Oestreicher, M.S.</td>
</tr>
<tr>
<td><strong>Office of Sponsored Research and Programs</strong></td>
<td>Senior Vice President for Graduate Studies and Research</td>
<td>Tarek M. Sobh, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Director, Sponsored Research and Programs</td>
<td>Christine D. Hempowicz, Ed.D.</td>
</tr>
<tr>
<td><strong>Office of Internationalization</strong></td>
<td>Vice President for Internationalization</td>
<td>Thomas J. Ward, D.Ed.</td>
</tr>
<tr>
<td><strong>English Language Institute</strong></td>
<td>Director</td>
<td>Meg Cooney, M.Ed.</td>
</tr>
<tr>
<td><strong>Office of Overseas Study</strong></td>
<td>Office of Overseas Study</td>
<td>Brandon LaFavor, M.A.</td>
</tr>
<tr>
<td><strong>Division of University Relations</strong></td>
<td>Vice President for University Relations</td>
<td>Robert P. Cottie, M.S.</td>
</tr>
<tr>
<td></td>
<td>Database Services Prospect Research Administrator</td>
<td>Kelly Campion-Socol, M.S.</td>
</tr>
<tr>
<td></td>
<td>Executive Director of Alumni and Family Engagement</td>
<td>Aimee Marcella, M.S.</td>
</tr>
<tr>
<td></td>
<td>Director of Annual Giving</td>
<td>Arielle Percell</td>
</tr>
<tr>
<td></td>
<td>Assistant Director of Development</td>
<td>Joshua Parrows, M.S.</td>
</tr>
<tr>
<td><strong>Communications and Public Affairs</strong></td>
<td>Executive Director of Communications and Public Affairs</td>
<td>Larry Orman, M.B.A.</td>
</tr>
<tr>
<td></td>
<td>Director of Public Information and Media Affairs</td>
<td>Leslie Geary, B.A.</td>
</tr>
<tr>
<td></td>
<td>Web Contents Manager</td>
<td>Lisa Calderone, M.F.A., B.A.</td>
</tr>
</tbody>
</table>
Intercollegiate Athletics
Athletic Director for Facilities and Operations
Anthony T. Vitti, B.S.
   Director Sports Information
   Charles L. Sadowski, M.A.

Division of Administration and Finance
Vice President for Administration and Finance
Susan Williams, D.M.
   Administration and Finance Manager
   Marlene Diaz, B.S.

Finance
Controller
Thomas DeBrizzi, Jr., B.S., C.P.A.
Financial Reporting Accountant
Mufu Weng
Director of Student Financial Services
Christine Falzerano, M.S.
Director of Accounts Payable/Purchasing
Jacqueline Reeves, M.B.A.
Director of Payroll
Nancy Branchesi

Human Resources
Director of Human Resources and Title IX Coordinator
Melitha Przygoda, Ed.D.
   Associate Director and Title IX Coordinator
   Tracy Brockman-Diaz, B.A.
   Assistant Director of Human Resources / Benefits Administration
   Cheryl Nyarady, A.A.
   Assistant Director of Student Employment
   Lori Grasso, MLS

Information Technology
Chief Information Officer
Matanya Elchanani, M.S.

BBA Solutions Bookstore
Bookstore Manager
Richard E. Hebert
Assistant Bookstore Manager
Constant van Winden, M.S.

Print and Mail Center
Director
Esther Bessell van Winden, M.S.

Division of Facilities Management
Vice President of Facilities
George Estrada, B.A.
   Executive Assistant to the Vice President of Facilities
   Kathleen Marini, B.S.
   Executive Director of Facilities, Planning and Construction
   David Cote, B.S., P.E.
   Director of Special Projects
   Gregory Breland, M.S.S.E.
   Executive Director of Security and Campus Safety
   April Vournelis
   Director of Special Events
   Denise Pundy
   Assistant Director of Special Events
   Jessica Nunez-DePalma, M.S.
   Director of Wheeler Recreation Center
   Joseph Tonelli B.A., M.S
   Director of Facilities
   Juan Fuentes, FMP
   DTZ a UGL Company

Dining Services
General Manager of Food Services (Sodexo Food Services)
Jennifer Currier
Alumni of the University of Bridgeport reside in every state of the nation and in most countries around the world. Founded in 1931 with fewer than a dozen members, the Alumni Association has grown to include more than 35,000 members.

Alumni are always encouraged to visit the campus to attend events or just to indulge in nostalgia. An active and committed volunteer Board of Directors continues to manage the Association’s affairs, with a number of activities planned each year. From athletic events to regional receptions and celebrations of alumni achievements, the calendar is always full.

A university can only measure its success through the achievements of its alumni. The University of Bridgeport boasts a plethora of prominent graduates. They serve as corporate CEO’s and university presidents, automobile designers, commissioners of education, political leaders, television stars and prominent athletes. Their accomplishments reflect well on their alma mater, which in turn extends its gratitude.

We would like to hear from you. Please email us at alumni@bridgeport.edu or call us at 203-576-4133.
The Student Right-to-Know and Campus Security Acts
And Family Educational Rights and Privacy Act (FERPA)

The University Right-to-Know and Campus Security Acts
The University is in compliance with the Student Right-to-Know Act of 1990 and Campus Awareness and Campus Security Acts of 1990. Reports, disclosures and other data are available in the University’s Student Handbook, the Key to U.B., the Campus Public Safety Office and/or other official University publications.

The University of Bridgeport Campus Public Safety Office keeps statistics concerning the occurrence on campus of certain criminal offenses, which were reported to them or to the local police. These statistics are published and distributed annually to the entire University of Bridgeport campus community, and to other interested parties.

For further information, contact the Director of Campus Security, Dean of Students, or the University Attorney.

FERPA
The University of Bridgeport has designated the following types of information as directory information which may be disclosed without consent: Student’s full name and alias, if applicable; address; University assigned email address; telephone listings; major field of study; degrees and awards received; dates of attendance; classification; participation in officially recognized sports or activities; weight and height of members of athletic teams; photographs; and enrollment status (undergraduate or graduate, full-time or part-time).

Parents or eligible students have the right to refuse to permit the University of Bridgeport to designate any or all of those types of information as directory information with respect to a particular student, thereby preventing its disclosure as directory information. Forms indicating the intent of the parents or eligible students to request information be withheld can be obtained in the Office of the Registrar, and must be submitted within the first five class days to be effective to avoid disclosure.

Notification of Rights Under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Among these rights are:

1. Among these rights are to inspect and review the educational records within 45 days of the day the University receives the request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where records may be inspected. If the Registrar does not maintain the records requested the Registrar will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of their educational record that he/she believes is in accurate or misleading. Students should ask the University to amend the record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is:
   - A person employed by the University in an administrative, supervisory, academic or research, or support staff position, including health or medical staff.
   - A person elected to the Board of Trustees.
   - A person or entity employed by or under contract to the University to perform a special task, such as security, building and grounds, information technology, food service, an attorney, auditor, collection agency or other outside vendor.
   - A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official is:

1. Performing a task that is specified in his or her position description or contract agreement, or is customarily performed by such person at the University.
2. Performing a task related to a student’s education.
3. Performing a task related to the discipline of a student.
4. Providing a service or benefit relating to the student or student’s family, such as health care, counseling, job placement or financial aid.
5. Maintaining the safety and security of the campus.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The Dean of Students or designee has the authority to notify parents or guardians when dependent students under the age of 21 are found to be in violation of the University alcohol and/or drug policies for: 1) possession of a keg or large volume, 2) dispensing alcohol to a minor, 3) possession or distribution of controlled substances, 4) under age possession or open container in a public space for a second time; or in cases where a student is subject to residence hall separation, suspension, expulsion or required emergency medical care because the student became ill from the consumption of alcohol and/or drugs. The notification is permissive and at the discretion of the University. The notification of parents or guardians is indicated when: 1) the viola-
tion involved harm or threat of harm to persons or property, or 2) the violation involved an arrest in which the student was taken into custody.

Nothing in these guidelines shall prevent university officials from notifying parents or guardians of a health or safety emergency, or when a student, under the age of 21 is found to have violated university policy with respect to the use and/or consumption of alcohol or drugs. Whenever possible, students will be informed that parental notification is planned in advance of their parents receiving the notice. The notification of parents is simply an act of notice and is not subject to appeal.

The Dean of Students or designee may disclose the name and a summary of the information regarding the final outcome of a hearing if the student is found to have committed an act of violence.

Students may file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

FERPA: Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the University of Bridgeport with certain exceptions, obtain your written request prior to the disclosure closure of personally identifiable information from a student’s educational records. However, the University may disclose appropriately designated “directory information” without written consent. Examples include:

- The annual yearbook;
- News releases
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activities sheets, such as weight and height of team members

Directory information which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations. Outside organizations include, but are not limited to companies that manufacture class rings or publish yearbooks.

If you do not wish the University to disclose directory information without prior written consent you must notify the University by the 10th day of class in a semester. The student must contact the Registrar’s Office, located on the Garden Level of Wahlstrom Library and fill out the appropriate paperwork. If a student makes such a request, the University has the option or either (1) withholding all information of the types specified and omitting the student’s name from any published list involving such information or (2) seeking the student’s written permission to release the information.

The University of Bridgeport has designated the following information as directory information:

- Student’s name
- Address
- University electronic mail address
- Telephone listing
- Date and place of birth
- Hometown
- Citizenship
- Family relations
- Marital status
- Previous schools or training
- Academic year
- Dates of attendance and/or graduation
- Major field of study or academic specialty
- Instructors and courses
- Participation in sports and other officially recognized activities (including position, role, or function)
- Membership in officially recognized honorary, professional, academic, or social organizations
- Academic honors or achievements
- Special awards or recognitions received, scholarships, fellowships, assistantships
- Offices or honorary positions to which elected or appointed
- Eligibility for and performance records in athletics or other recognized forms of competition

- Height and weight of members of athletic teams
- Place and nature of employment
- Post-graduation plans
- Positions or achievements
- Hobbies, interests, and community activities
- Publications or papers presented
- Title of honors or graduate thesis
- For students seeking employment on job interviews, such additional information as has been furnished or cleared by the student with the understanding that it will be used in connection with applications or employment inquiries
- Religious affiliation, if volunteered by the students, will be revealed to the campus ministry, local churches, synagogues, and mosques.

Disclosure Information and Complaint Procedure


As an academic community, the University of Bridgeport seeks to practice constructive criticism. The University invites its students to bring issues of concern to the Dean of Students and/or the University's academic officers. Students also may bring unresolved complaints to the State of Connecticut, Office of Higher Education. The contact for that office is as follows:

Connecticut Office of Higher Education
www.ctohe.org
Patricia Santoro
Director of Academic Affairs
Office of Financial and Academic Affairs for Higher Education
860-947-1822
PSantoro@ctdhe.org

Further Information

Further information can be found at: www.sheeo.org.
Directions to the University of Bridgeport

Connecticut Turnpike (I-95) Exit 27

I-95 SOUTH (TOWARD NEW YORK)
Take Exit 27. At the bottom of the ramp, turn left onto Lafayette Street. At the first light, turn left onto South Frontage Road and bear right. At the next light, turn right (by Harbor Yard Stadium and Arena) onto Broad Street. Proceed approximately one mile south, Broad Street turns right into Waldemere Avenue. At the first stop sign, turn right onto Park Avenue (arches to Seaside Park will be on your left). Go one block and turn right on Linden Avenue. Visitor parking is on left.

I-95 NORTH (TOWARD NEW HAVEN)
Take Exit 27 and proceed straight off the exit ramp, bear right. At the fourth light, turn right (by Harbor Yard Stadium and Arena) onto Broad Street. Proceed approximately one mile south, Broad Street turns right into Waldemere Avenue. At the first stop sign, turn right onto Park Avenue (arches to Seaside Park will be on your left). Go one block and turn right on Linden Avenue. Visitor parking is on left.

SOUTH ON ROUTES 8 AND 25
Take Exit 1 (Prospect Street/Myrtle Avenue). Continue straight off the exit ramp until the third traffic light, turn left onto South Frontage Road and bear right. At the third traffic light, turn right (by Harbor Yard Stadium and Arena) onto Broad Street. Proceed approximately one mile south, Broad Street turns right into Waldemere Avenue. At the first stop sign, turn right onto Park Avenue (arches to Seaside Park will be on your left). Go one block and turn right on Linden Avenue. Visitor parking is on left.

Merritt Parkway (Route 15)

SOUTH ON ROUTE 15 (TOWARD N.Y.)
Take Exit 52 (South fork) and bear left to Route 8/25 Connector to Exit 1 (Prospect Street/Myrtle Avenue). At the bottom of the ramp take a right onto Prospect Street to Park Avenue. Take a left on Park Avenue. Proceed South on Park Avenue, approximately one-half mile to the campus. Wahlstrom Library is on your left.*

NORTH ON ROUTE 15 (FROM N.Y.)
Take Exit 49S (South) to Route 25/8 Connector to Exit 1 (Prospect Street/Myrtle Avenue). At the bottom of the ramp take a right onto Prospect Street to Park Avenue. Take a left on Park Avenue. Proceed South on Park Avenue, approximately one-half mile to the campus. Wahlstrom Library is on your left.*

Directions from Campus
(Due to long-term construction I-95, the following are recommended routes back to I-95N & S and Routes 8 and 25N)

TO CONNECTICUT TURNPIKE (I-95)
From University of Bridgeport campus, travel North for one mile on Park Avenue. Take a right onto Washington Avenue. Follow signs to I-95.

TO ROUTES 8 AND 25 NORTH
From University of Bridgeport campus, travel North for one-half mile on Park Avenue. Take a right onto Prospect Street. Follow signs to Routes 8 and 25 North.

*Office of Admissions is on the 6th floor.
**Campus Map**

**Building List**

<table>
<thead>
<tr>
<th>Building</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold Bernhard Arts &amp; Humanities Center</td>
<td>11</td>
</tr>
<tr>
<td>Bookstore</td>
<td>4</td>
</tr>
<tr>
<td>Carlson Building</td>
<td>2</td>
</tr>
<tr>
<td>Carstensen Hall</td>
<td>23</td>
</tr>
<tr>
<td>College of Chiropractic</td>
<td>29</td>
</tr>
<tr>
<td>Cortright Hall</td>
<td>19</td>
</tr>
<tr>
<td>Charles A. Dana Hall of Science</td>
<td>33</td>
</tr>
<tr>
<td>Eleanor Naylor Dana Building</td>
<td>28</td>
</tr>
<tr>
<td>Harvey Hubbell Gymnasium</td>
<td>30</td>
</tr>
<tr>
<td>Health Sciences Building</td>
<td>27</td>
</tr>
<tr>
<td>Knights Field</td>
<td>34</td>
</tr>
<tr>
<td>Mandeville Hall</td>
<td>3</td>
</tr>
<tr>
<td>Marina Dining Hall</td>
<td>7</td>
</tr>
<tr>
<td>Norseman Hall</td>
<td>31</td>
</tr>
<tr>
<td>North Hall</td>
<td>25</td>
</tr>
<tr>
<td>Wheeler Recreation Center</td>
<td>15</td>
</tr>
<tr>
<td>South Hall</td>
<td>26</td>
</tr>
<tr>
<td>John J. Cox Student Center</td>
<td>2</td>
</tr>
<tr>
<td>Technology Center</td>
<td>5</td>
</tr>
<tr>
<td>Wahlstrom Library</td>
<td>1</td>
</tr>
</tbody>
</table>

**Dormitories**

<table>
<thead>
<tr>
<th>Dormitory</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnum Hall</td>
<td>8</td>
</tr>
<tr>
<td>Bodine Hall</td>
<td>24</td>
</tr>
<tr>
<td>Chaffee Hall</td>
<td>17</td>
</tr>
<tr>
<td>Cooper Hall</td>
<td>16</td>
</tr>
<tr>
<td>Health Sciences Building</td>
<td>28</td>
</tr>
<tr>
<td>Schine Hall</td>
<td>14</td>
</tr>
<tr>
<td>Seeley Hall</td>
<td>9</td>
</tr>
</tbody>
</table>

**Function**

<table>
<thead>
<tr>
<th>Function</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Resource Center (5th floor)</td>
<td>1</td>
</tr>
<tr>
<td>Acupuncture Institute</td>
<td>27</td>
</tr>
<tr>
<td>Admissions (6th floor)</td>
<td>1</td>
</tr>
<tr>
<td>Alumni</td>
<td>19</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>11</td>
</tr>
<tr>
<td>Athletic Office</td>
<td>30</td>
</tr>
<tr>
<td>Bookstore (Basement)</td>
<td>4</td>
</tr>
<tr>
<td>Bursar (Ground floor)</td>
<td>1</td>
</tr>
<tr>
<td>Career Services (6th floor)</td>
<td>1</td>
</tr>
<tr>
<td>Cafeteria (Basement)</td>
<td>4</td>
</tr>
<tr>
<td>Catholic Services</td>
<td>23</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>23</td>
</tr>
<tr>
<td>Dining</td>
<td>7</td>
</tr>
<tr>
<td>Dental Health Clinic</td>
<td>27</td>
</tr>
<tr>
<td>University Relations</td>
<td>19</td>
</tr>
<tr>
<td>duPont Tower Room (9th floor)</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid (Ground floor)</td>
<td>1</td>
</tr>
<tr>
<td>Fones School of Dental Hygiene</td>
<td>28</td>
</tr>
<tr>
<td>International Student Affairs (Ground floor)</td>
<td>1</td>
</tr>
<tr>
<td>Information</td>
<td>4</td>
</tr>
<tr>
<td>Interfaith Services</td>
<td>23</td>
</tr>
<tr>
<td>Handicapped Services</td>
<td>4</td>
</tr>
<tr>
<td>Health Services</td>
<td>27</td>
</tr>
<tr>
<td>Hillel</td>
<td>23</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Mail and Print Center</td>
<td>6</td>
</tr>
<tr>
<td>Minority Students Services</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition Institute</td>
<td>28</td>
</tr>
<tr>
<td>Personnel (7th floor)</td>
<td>1</td>
</tr>
<tr>
<td>Public Relations</td>
<td>19</td>
</tr>
<tr>
<td>Public Safety</td>
<td>31</td>
</tr>
<tr>
<td>Recital Hall (Littlefield)</td>
<td>11</td>
</tr>
<tr>
<td>Registrar (Ground floor)</td>
<td>1</td>
</tr>
<tr>
<td>Residence Halls Office (Back Entrance)</td>
<td>9</td>
</tr>
<tr>
<td>Security</td>
<td>31</td>
</tr>
<tr>
<td>Soccer Field</td>
<td>34</td>
</tr>
<tr>
<td>Student Services &amp; Activities</td>
<td>4</td>
</tr>
<tr>
<td>Theater (Mertens)</td>
<td>11</td>
</tr>
</tbody>
</table>

**University Administration**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Office</td>
<td>1</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Alumni/University Relations</td>
<td>19</td>
</tr>
<tr>
<td>Business &amp; Finance (7th floor)</td>
<td>1</td>
</tr>
<tr>
<td>Student Services</td>
<td>4</td>
</tr>
</tbody>
</table>

**Deans and Directors**

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>33</td>
</tr>
<tr>
<td>Acupuncture Institute</td>
<td>28</td>
</tr>
<tr>
<td>Ernest C. Trefz School of Business</td>
<td>3</td>
</tr>
<tr>
<td>Shintaro Akatsu School of Design</td>
<td>11</td>
</tr>
<tr>
<td>Chiropractic</td>
<td>28</td>
</tr>
<tr>
<td>Education/Human Resources</td>
<td>2</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Fones School of Dental Hygiene</td>
<td>28</td>
</tr>
<tr>
<td>General Studies</td>
<td>33</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>27</td>
</tr>
<tr>
<td>Health Technology</td>
<td>28</td>
</tr>
<tr>
<td>Naturopathic Medicine</td>
<td>27</td>
</tr>
<tr>
<td>Nutrition Institute</td>
<td>28</td>
</tr>
<tr>
<td>Physician Assistant Institute</td>
<td>28</td>
</tr>
<tr>
<td>Public and International Affairs</td>
<td>2</td>
</tr>
</tbody>
</table>

**Parking**

Parking facilities are available at no charge to UB students and community.
Index

A

Academic Calendar 2016/2017, p. vii
Academic Calendar 2017/2018, p. viii
Academic Calendar, Health Sciences, 2016/2017, p. ix
Academic Calendar, Health Sciences, 2016/2017, p. x
Academic Regulations, pp. 26-34
Academic Resource Center, p. 41
Academic Separation, p. 31
Accounting, B.S., pp. 114-115
Accreditations and Memberships, pp. 2-3
Acupuncture Institute Curriculum, pp. 61-65
Acupuncture Institute Academic Policies, pp. 66-68
Acupuncture Institute, pp. 60-70
Administration, pp. 385-389
Admission Requirements, Acupuncture, pp. 68-70
Admissions, pp. 6-10
Advanced Placement, pp. 31
Alumni Association, p. 378
Arts and Sciences, School of, pp. 44-46
Attendance Policy (International Students, SEVIS), p. 27

B

Biology, B.A./B.S., pp. 116-118
Biomedical Engineering, M.S., pp. 182
Bookstore, p. 14
Business Administration, A.A., p. 119
Business Administration, B.S., pp. 120-121
Business Administration, M.B.A., pp. 183-184
Business, School of, pp. 47-48

C

Campus Awareness and Campus Security Act, pp. 391-392
Campus Map, p. 395
Chinese Herbology, M.S., pp. 60
Chiropractic Academic Policies, pp. 75-76
Chiropractic Admissions, pp. 76-78
Chiropractic Curriculum, pp. 72-75
Chiropractic License Requirements, p. 73
Chiropractic, College of, pp. 72-78
College Level Equivalent Proficiency, p. 31
Computer Engineering, M.S., p. 187
Computer Engineering, B.S., p. 122-123
Computer Science and Engineering, Ph.D., pp. 214-215
Computer Science, B.S., p. 124-125

Computer Science, M.S., p. 188
Computing Facilities, pp. 4-5
Continuing and Professional Studies, School of, pp. 104
Cooperative Education, p. 37
Core Curriculum, pp. 35-36
Counseling, M.S., pp. 189-191
Counseling Services, p. 25
Course Registration, p. 29
Course Withdrawal, p. 27
Criminal Justice and Human Security, B.A., pp. 126
Credit For Life Work Experience (CLWEP), p. 31

D

Dental Hygiene On Line Program, p. 88
Dental Hygiene, A.S., pp. 127-128
Dental Hygiene, B.S., p. 129
Dental Hygiene, B.S. Online, p. 131
Dental Hygiene, Fones School of, pp. 88-91
Design, Shintaro Akatsu School of (SASD), pp. 57-58
Directions to the University of Bridgeport, p. 390
Disability Services, p. 25
Distance Learning, p. 42

Education, Admission Requirements, p. 50
Education Intern Program, p. 51
Education, M.S. in Elementary or Secondary Degrees, Six Year Certificates, pp. 195-201
Education, Sixth Year Certificate in Elementary or Secondary Education (Remedial Reading and Remedial Language Arts), p. 198
Education, Sixth Year Certificate with Reading and Language Arts Consultant Certificate Program, p. 202
Educational Administration and Supervision, Sixth Year Certificate, p. 204
Educational Leadership, Ed.D., p. 205-206
Electrical Engineering, M.S., p. 207
Engineering, Admission Requirements, pp. 52
Engineering, School of, pp. 52-54
English, B.A., pp. 134-135
English, B.S., pp. 136-137
English As A Second Language, p. 105
English Language Institute, p. 105

F

Faculty, pp. 373-381
Faculty Emeriti, pp. 382-383
Family Educational Rights and Privacy Act, pp. 391-392
Fashion Merchandising, A.A., p. 138
Fashion Merchandising, B.S., pp. 139-140
Federal Title IV Programs, p. 16
Finance, B.S., p. 141
Financial Aid, pp. 15-21
Fones School of Dental Hygiene, pp. 88-91

G

General Education, pp. 35-36
General Studies, A.A., p. 142
General Studies, A.S., p. 143
General Studies, B.S., p. 144
Global Development and Peace, M.A., pp. 208-209
Global Media and Communication Studies, M.A., pp. 210-211
Grading, pp. 29-30
Graduate Applicants, pp. 9-10
Graduate Courses of Instruction, pp. 287-372
Graduate Regulations, pp. 33-34
Graduate Studies Division, pp. 111-112
Graduation Application, p. 28

H

Health Insurance, pp. 24-25
Health Requirements, p. 24
Health Sciences, B.S., pp. 147-149
Health Sciences Division, p. 59
Health Sciences Mission Statement, p. 59
Health Services, p. 24
Home-Schooled Applicants, p. 10
Honors, pp. 32-33
Human Services, B.S., p. 150

I

IDEAL Degree Completion Program, p. 104
Industrial Design, B.S., pp. 151-152
Insurance, p. 11
Interior Design, B.S., p. 153-154
International Applicants, pp. 8-9
International Business, B.S., p. 155
International Political Economy and Diplomacy, B.A., pp. 156-157
International Programs, p. 39
International Students (Attendance Policy, SEVIS), p. 27
Index

International Student Services, p. 25
Internships, p. 37

L
Library, p. 38
Literature and Civilization, B.A., pp. 158-159

M
Mailing Addresses, p. iv
Management and Industrial Relations, B.S.,
pp. 160-161
Map to the University of Bridgeport, p. 393
Marketing, B.S., p. 162
Martial Arts Institute, p. 40
Martial Arts Studies, B.A., pp. 163-164
Mass Communication, B.A., pp. 165-166
Master of Business Administration,
pp. 185-186
Mathematics, B.A., p. 167
Mathematics, B.S., p. 168
Mechanical Engineering, M.S., pp. 212
Medical Laboratory Science, B.S., pp. 169-170
Mission Statement, p. 2
Music Arts, B.M., pp. 171-173

N
Naturopathic Medicine Academic Policies,
pp. 83-84
Naturopathic Medicine Admissions,
pp. 84
Naturopathic Medicine Curriculum,
pp. 81-82
Naturopathic Medicine, College of, pp. 80-87
Naturopathic/Acupuncture Joint Degree,
pp. 86-87
Nutrition Institute, pp. 92-95

O
Off-Campus Study, p. 31
On Line Payments, p. 13
Organizations and Clubs, pp. 22-23
Overseas Studies, p. 39

P
Physician Assistant Institute, pp. 96-103
Pre-Chiropractic Programs, pp. 108-109
Pre-Health Professional Studies, p. 107
Pre-Law Studies, p. 107
Pre-Naturopathic Medicine Programs, p. 110
Pre-Professional Programs, pp. 107-110
President’s Message, p. iii
Programs of Study, p. xi-xii
Psychology, B.S., p. 176
Public and International Affairs, College of,
pp. 55-56
Public Safety, p. 4

R
Readmission, p. 27
Refunds, p. 11
Religious Life, pp. 23-24
Residential Life, pp. 25-26

S
Scholarships, pp. 17-21
Social Sciences, B.A., pp. 179-180
Stamford Center, p. 104
Student Affairs, pp. 22-26
Student Conduct, pp. 24, 26
Student Right-To-Know Act, pp. 381-382
Study Abroad, p. 4

T
Table of Contents, pp. v-vi
Technology Management, M.S., pp. 213
Technology Management, Ph.D.,
pp. 216-220
Traditional Chinese Medicine, M.S., p. 60
Transcripts, p. 28
Trefz Center, p. 106
Tuition and Fees, pp. 11-14
Tutoring, p. 41

U
Undergraduate Admissions, pp. 6-10
Undergraduate Courses of Instruction,
pp. 222-286
University History, pp. 2-3

V
Venture Management and Entrepreneurial
Studies (Ernest C. Trefz Center), p. 106

W
Waterbury Center, pp. 104
Withdrawing from University, p. 27
Religion and Politics, B.A., pp. 177-178