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 2018-2020 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.

Published by the University of Bridgeport.

Postage paid Bridgeport, Connecticut.
Welcome to the University of Bridgeport! The University boasts one of the most extraordinary locations in American higher education. Our front door is Long Island Sound, and the 3-mile pristine, oceanfront Seaside Park is a place where local community members and students alike enjoy the beach, beautiful amenities, and the natural splendor of coastal New England.

The University of Bridgeport is one of the most diverse institutions in higher education. Our students come from across the United States and around the globe. Many join us from our surrounding Connecticut communities, New York, and New Jersey. Their backgrounds are as multifaceted as are their interests. University of Bridgeport students share a passion for discovery, exploration, and most importantly, put knowledge to practical use. They are bold and fearless—breaking boundaries and working across our rigorous and career-focused curriculum.

We are an institution that has an historic commitment to innovation, both technological and academic, through our forward-thinking and interdisciplinary programs. In fact, we are an institution of many “firsts.”

- We are the home of the first school of dental hygiene in the world, the Fones School—founded in 1913.
- We launched the nation’s first online program after the Internet was created.
- We founded the first university-based chiropractic program in the nation in 1991.
- The Education Leadership Doctoral Program was the first of its kind in Connecticut, launched in 1980.
- In November 2018, we launched Connecticut’s first STEM Bus. The bus travels to elementary and high schools throughout the region, immersing students in hands-on, interactive activities such as coding, 3-D printing, and robotics.

The University’s three colleges: the College of Arts and Sciences, the College of Health Sciences, and the College of Engineering, Business, and Education are uniquely structured so that every student experiences small class sizes with innovative and caring faculty, who are at the forefront of their fields. Our cutting edge programs prepares students for the careers of tomorrow.

While immersed in deep learning that crosses the spectrum of world cultures, art and design, STEM, the health sciences, and beyond, students benefit from the experiences of a global and rich campus environment that fosters engagement across differences and contributes to personal development. Activities such as student government, Model U.N., choir, community service, intramurals, or team sports, enable access to many campus-based opportunities that help students find their place and voice in a community of supportive faculty and administrators.

As you begin your time as a Purple Knight, I look forward to getting to know you. I greatly appreciate hearing from students and learning how the University can better support and improve the student experience.

You are all my greatest teachers—I hope that you will take advantage of attending my open hours every Friday afternoon from 2 to 4 p.m. in my office on the 8th floor of Wahlstrom Library or reaching out to me via email at president@bridgeport.edu.

The University of Bridgeport is an extraordinary place that opens the doors of opportunity and transforms the lives of our students. On behalf of the entire University community, welcome!

Sincerely yours,

Laura Skandera Trombley
President
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 Engineering, Business, and Education
SCHOOL OF ENGINEERING
(203) 576-4111
Fax Number: (203) 576-4766
E-mail: engr@bridgeport.edu

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

College of Arts and Sciences
COLLEGE OF ARTS AND SCIENCES
(203) 576-4271
Fax Number: (203) 576-4785
E-mail: artsandsciences@bridgeport.edu

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

SCHOOL OF PROFESSIONAL STUDIES AND UB ONLINE
(203) 576-4800
E-mail: sps@bridgeport.edu
www.bridgeport.edu/sps

SHINTARO AKATSU SCHOOL OF DESIGN
(203) 576-4755
E-mail: ryelle@bridgeport.edu

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

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

PHYSICIAN ASSISTANT INSTITUTE
(203) 576-2400
Fax: (203) 576-2402
pai@bridgeport.edu

Student Support Services
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
(203) 576-4393
Fax: (203) 576-4394
E-mail: deanoftudents@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.

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

2 Disclaimer  
3 President’s Message  
4 Correspondence  
5 Table of Contents  
7 Academic Calendar  
8 Programs of Study  

### 11 Introduction  
16 Admissions  
21 Tuition, Fees and Other Expenses  
25 Student Financial Services  
30 Student Affairs  
34 Academic Regulations and Procedures  
41 The Core Curriculum  
44 Experiential Learning and Internships  
46 University Library  
47 Support Services  

49 College of Arts and Sciences  
52 College of Arts and Sciences Programs  
53 Biology (A.S., B.S.)  
55 Conservation and Environmental Biology (B.S.)  
56 English (A.S., B.S.)  
59 Fashion Merchandising (A.A.)  
60 Fashion Merchandising (B.S.)  
62 General Studies (A.A., A.S.)  
63 General Studies (B.S.)  
64 Humanities (B.A., B.S.)  
68 Human Services (B.S.)  
69 Literature and Civilization (B.A.)  
71 Mathematics (B.A., B.S.)  
73 Medical Laboratory Science (B.S.)  
75 Music (B.M.)  
77 Performing Arts (B.A.)  
78 Psychology (B.S.)  
79 English Language Institute (ELI)  
80 Pre-Professional Programs for Chiropractic  
82 Biology (M.A., M.S.)  
84 Counseling (M.S.)  

87 School of Public and International Affairs Programs  
88 Criminal Justice and Human Security (B.A.)  
89 International Political Economy and Diplomacy (B.A.)  
91 Martial Arts Studies (B.A.)  
92 Mass Communication (B.A.)  
94 Political Science (B.A., B.S.)  
95 Religion and Politics (B.A.)  
96 Social Sciences (B.A.)  
98 East Asian and Pacific Rim Studies (M.A.)  
99 Criminal Justice and Human Security (M.A.)  
100 Global Development and Peace (M.A.)  
102 Global Media and Communication Studies (M.A.)  
104 Shintaro Akatsu School of Design Program  
105 Graphic Design/Graphic Design New Media (B.F.A.)  
108 Industrial Design (B.S.)  
110 Interior Design (B.S.)  
112 Design Management (M.P.S.)  
113 School of Professional Studies Programs  
114 School of Professional Studies  

115 College of Engineering, Business, and Education  
116 School of Engineering Programs  
117 Computer Engineering (B.S.)  
119 Computer Science (B.S.)  
121 Electrical Engineering (B.S.)  
123 Mechanical Engineering (B.S.)  
125 Biomedical Engineering (M.S.)  
126 Computer Engineering (M.S.)  
127 Computer Science (M.S.)  
128 Electrical Engineering (M.S.)  
130 Mechanical Engineering (M.S.)  
132 Technology Management (M.S.)  
133 Computer Science and Engineering (Ph.D.)  
136 Technology Management (M.S.)  
139 Technology Management (Ph.D.)  

141 Ernest C. Trefz School of Business Programs  
142 Accounting (B.S.)  
144 Business Administration (A.A.)  
145 Business Administration (B.S.)  
147 Finance (B.S.)  
149 International Business (B.S.)  
151 Management and Industrial Relations (B.S.)  
153 Marketing (B.S.)  
154 Analytics and Systems (M.S.)  
156 Business Administration (M.B.A.)  
158 Finance (M.S.)  

160 School of Education Programs  
161 Education (M.S., 6th Year Certificate) in Elementary or Secondary Degrees  
166 Education (6th Year Certificate) in Elementary or Secondary Education Remedial Reading and Remedial Language Arts  
168 Educational Administration and Supervision (6th Year Certificate)  
169 Educational Leadership (Ed.D.)  

171 College of Health Sciences  
172 Acupuncture Institute  
175 Acupuncture (M.S.Ac.)  
176 Traditional Chinese Medicine (M.S., D.TCM.)  
177 Chinese Herbology (M.S.)  
180 School of Chiropractic  
182 Chiropractic (D.C.)  
183 Fones School of Dental Hygiene  
185 Dental Hygiene (A.S., B.S., M.S.D.H.)  
184 Health Sciences (B.S.)  
187 Health Sciences (D.H.Sc.)  
189 School of Naturopathic Medicine  
190 Naturopathic Medicine (N.D.)  
190 School of Nursing  
190 Nursing (B.S.N., M.S.N.)  
195 Nutrition Institute  
196 Nutrition (M.S.)  
196 Physician Assistant Institute  
197 Physician Assistant (M.S.)
Table of Contents

197    Course of Instruction - Undergraduate
267    Course of Instruction - Graduate
365    Faculty
375    Faculty Emeriti
377    Administration
381    Alumni Association
382    The Student Right-to-Know and Campus Security
       Acts And Family Educational Rights and Privacy Act
       (FERPA)
384    Map to the University of Bridgeport
385    Directions to the University of Bridgeport
386    Campus Map
Academic Calendar

Please access the University of Bridgeport website www.bridgeport.edu for the most recent Academic calendars.
Programs of Study

Undergraduate Programs

COLLEGE OF ARTS AND SCIENCES

SCHOOL OF ARTS AND SCIENCES

Biology (B.A., B.S.)
Conservation and Environmental Biology (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
  Humanities
  Natural Sciences and Mathematics
  Science, Engineering and Computer Related Fields
  Social Sciences
Pre-Professional Programs
  Pre-Acupuncture
  Pre-Chiropractic
  Pre-Dental
  Pre-Medicine
  Pre-Nursing
  Pre-Physician Assistant
  Pre-Veterinary
Health Sciences (B.S.)
  Community Health Education
  Exercise & Fitness
  Nutrition
Humanities (B.A., B.S.)
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
Performing Arts (B.A.)
Psychology (B.S.)
Social Sciences (B.A.)

SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

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

SHINTARO AKATSU SCHOOL OF DESIGN

Graphic Design (B.F.A.)
  New Media
Industrial Design (B.S.)
Interior Design (B.S.)

COLLEGE OF ENGINEERING, BUSINESS, AND EDUCATION

SCHOOL OF ENGINEERING

Computer Engineering (B.S.)
Computer Science (B.S.)
Electrical Engineering (B.S.)
Mechanical Engineering (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.)

COLLEGE OF HEALTH SCIENCES

FONES SCHOOL OF DENTAL HYGIENE

Dental Hygiene (A.S., B.S.)
Dental Hygiene – Online (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 Resources Administration
  Organizational Leadership and Change
Online Professional Studies (B.S.)
  Healthcare Administration
  Human Resources Administration
  Organizational Leadership and Change
Programs of Study

Graduate Programs

College of Arts and Sciences

School of Arts and Sciences

Biology (M.A.)
Counseling (M.S.)
  Clinical Mental Health Counseling
  Student Personnel
Counseling (6th Year)
Health Sciences (D.H.Sc.)

School of Public and International Affairs

Criminal Justice and Human Security (M.A.)
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 Media and Communication
  Global Management
  International Political Economy and Development
Global Media and Communication Studies (M.A.)
  Global Communication
  New Media Communication

Shintaro Akatsu School of Design

Design Management (M.P.S.)

College of Engineering, Business, and Education

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
  Information Technology & Analytics Management
  Manufacturing Management
  New Product Development, Manufacturing and Commercialization
  Quality Management & Continuous Improvement
  Supply Chain, Logistics and Service Management
Computer Science and Engineering (Ph.D.)
  Technology Management (Ph.D.)

Ernest C. Trefz School of Business

Analytics and Systems (M.S.)
Business Administration (M.B.A.)
  Accounting
  Analytics Intelligence
  Entrepreneurship
  Finance
  Human Resources
  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.)

College of Health Sciences

Acupuncture Institute
Acupuncture (M.S.)
Chinese Herbology (M.S.)
Traditional Chinese Medicine (M.S., D.TCM)

School of Chiropractic
Doctor of Chiropractic (D.C.)

Fones School of Dental Hygiene
Dental Hygiene (M.S.D.H.)
Dental Hygiene – Online (M.S.D.H.)

School of Naturopathic Medicine
Doctor of Naturopathic Medicine (N.D.)

School of Nursing
Nursing (M.S.N.)

Nutrition Institute
Nutrition (M.S.)

Physician Assistant Institute
Physician Assistant (M.S.)
INTRODUCTION
Introduction

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 School of Professional Studies offers undergraduate courses with flexible scheduling for part-time adult students, at the main campus, at the branch campus in Stamford, CT, and in Waterbury, CT and UB Online has both undergraduate and graduate degree programs entirely online.

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.

Faculty
The UB instructional staff consists of 121 full-time faculty, and nearly all hold doctoral or terminal degrees in their fields. The regular faculty is augmented by approximately 370 adjunct faculty.

Faculty honors include Fulbright Scholars, National Science Foundation Fellows, Ford Fellows, National Endowment for the Humanities Fellows, American Council for Learned Societies Scholars, Phi Beta Kappa Scholars, Phi Kappa Phi Scholars and Sigma Xi Scholars.

Accreditations and Memberships
The University of Bridgeport is accredited by the New England Commission of Higher Education (NECHE) formerly New England Association of Schools and Colleges (NEASC).

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:

Name of Programs — Accreditor

Educator Preparation — The Connecticut State Department of Education under NCATE standards

Engineering — Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)

Acupuncture — The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) (MS-AC, MS-TCM, DTCM)
Introduction

Chiropractic — Commission on Accreditation of the Council on Chiropractic Education (CCE)  
Naturopathic Medicine — Council on Naturopathic Medical Education (CNME)  
Design Programs — National Association of Schools of Art and Design (NASAD)  
Business Programs — The Association of Collegiate Business Schools and Programs (ACBSP)  
Physician Assistant — Accreditation Review Commission on Education (ARC-PA)  
Medical Laboratory Science Programs — National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
Nursing — The Commission on Collegiate Nursing Education (CCNE)  
Nutrition — The Accreditation Council for Nutrition Professional Education (ACNPNE)  

The University holds membership in the American Council on Education, the American Association of College Admission Counselors, the Institute of International Education, NAFSA (Association of International Educators), the Association of Accredited Naturopathic Medical Colleges, the American Association of Acupuncture and Oriental Medicine, 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 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 Colleges for Teacher Education, the Association of Accredited Naturopathic Medical Colleges, the American 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, NAASFA (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 solidarity 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 Schellhaut 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 Phillips Carlson in 1955. Until the completion of Wahlstrom Library in 1974, Carlson served as the University's first standalone library. Today it houses the School of Education on its first floor and the School of Public and International Affairs on it second floor. 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. It is also the home to the Administration for the Acupuncture Institute, School 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. Trefz School of Business houses the School of Business and a major computer 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 com-
Introduction

puter engineering.

The Magnus Wabstrom 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.

The “Garden Level” houses the Office of the Registrar, The Bursar and Financial Aid, Career Services as well as the School of Professional Studies and UB Online. 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.

LiveSafe

LiveSafe is the personal UB security and information phone application for all students, faculty and staff. It is available for Android and iPhone devices. LiveSafe allows the user to send tips and messages to Campus Security, share locations with friends or family, locate buildings on campus and access emergency services and preparedness information.

The information is easy to obtain directly from a hand-held device by scrolling through the information tabs provided and opening the tab to reach Campus Security while on campus or 911/police when off-campus. Also available is the SafeWalk feature which allows a family member or friend to follow users on the application to ensure the safe arrival to the destination of their choice. If users are looking for a specific building on campus, the LiveSafe application can give walking or driving directions from wherever they are to the university destination address they choose.

Download the free mobile app at http://links.livesafe.com/UBBridgeport. All faculty, staff, and students should select the University of Bridgeport organization when configuring the UB LiveSafe app. For an instructional video on how to use the feature-rich app, go to https://livesafe.wistia.com/medias/kc0y5i2vup.

Emergency Broadcast System

The University of Bridgeport has established an Emergency Broadcast System through LiveSafe. LiveSafe allows the University of Bridgeport to transmit messages to users, informing them of an event that may have a direct impact on health or safety.

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

The Office of Study Abroad, housed within the Heckman Center for the Bridgeport Plan, is dedicated to providing academic credit-bearing international programs that help equip all students with the intercultural competence and leadership skills necessary to succeed in today’s globalized job market.

Study Abroad offers a wide range of programming in order to meet the diverse needs of our students. In addition to UB Faculty-Led Programs, the University of Bridgeport has established relationships with a variety of external partner institutions and study abroad program providers. Through these partnerships, UB students have options to study all around the world.

For more information please visit our website at www.bridgeport.edu/study-abroad.

Computing Facilities

Academic and Campus Technology Services (ACTS) 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.

ACTS 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 com-
puter labs, ACTS 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 database management systems. The Waterbury center has a general computer lab to support those students attending classes at that facility.

The University’s Portal (myub.bridgeport.edu) provides access to 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.

ACTS 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.

ACTS provides 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.

Introduction
Admissions

Vice President for Enrollment Management: Louis Izzi
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 (392-3582).
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. Either SAT or ACT scores or a writing sample
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.

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 accreditation 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: Nursing 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.
Admissions

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.

**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 procedures is available at the School of Professional Studies or at the College Board at: clep.collegeboard.org.

**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 college 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.

**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 graduation honors. However, such credit is not computed in the student's quality point ratio at the University.

**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 web site, 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. Students applying as freshman will be considered for entrance into a pre-dental hygiene curriculum to complete prerequisite courses. Students who successfully complete the freshman courses will enter the clinical program in their sophomore year.

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, and soccer for men, and basketball, softball, cross-country, gymnastics, 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.

**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 (ELI) or attainment of a satisfactory score on the University of Bridgeport's English Language Assessment Battery (ELAB).
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
Admissions

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 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) 576-4861; 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
Graduate Admissions
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.
Educational Testing Service
Graduate Admissions
P. O. Box 6000
Princeton, NJ 08541-6000
(609) 771-7670

MILLER ANALOGIES TEST (MAT)
Administered through a network of con-
trolled 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 APPLICANTS**
The University of Bridgeport welcomes applications from individuals who have completed all or part of their education in a homeschooled 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. - 5:00 p.m. with extended hours until 7:00 p.m. on the first and third Thursday of each month and on designated Saturdays. Tours of the campus are scheduled Monday-Friday by appointment at 11:00 a.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.

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 2 weeks prior to the start of classes. For late registrants, payment is due upon registration. Acceptable payment arrangements are as follows:

- Payment in full
- Approved financial aid covering all charges, including loans.
- 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
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 otherwise make acceptable payment arrangements. 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 PLAN 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 Student Financial Services Office located on the Garden Level of Wahlstrom Library, or payments can be mailed to the Student Financial Services 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.

PAYMENT BY WIRE TRANSFER
International payments can be wired to the University through Flywire at www.flywire.com. If assistance is needed, student can contact Flywire’s support team via their web page or Student Financial Services at 203-576-4568 or email SFS@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 Student Financial Services 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.

MYUBPORTAL 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 MyUBPortal on www.bridgeport.edu
- Select View Account and Make Payment under Financial Information
- Sign in again
- Review account activity
- 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
Tuition, Fees and Other Expenses

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.

Fall Plans available:

5 pay plan – enroll by July 1st
4 pay plan – enroll by August 1st
3 pay plan – enroll by December 1st
2 pay plan – enroll by January 1st
1 pay plan – enroll by May 1st

DIRECT PAYMENT OPTION

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 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 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 direct billing option. Therefore, a transcript hold will be applied to the student record if any part of the balance is not covered by the direct billing agreement.

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 Financial Aid should review their billing statements to ensure that correct aid is being deducted from the costs. If aid is missing, students must contact the Office of Student Financial Services at 203-576-4568 or email SFS@Bridgeport.edu 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.

VA INFORMATION

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

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

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

• Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E’s contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.

• Provide written request to be certified;
• Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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

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>

### 7 or 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>

### 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)

#### 7 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>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.
- All student fees are for a full semester and are non-refundable in accordance with the refund schedule.
- Room and board charges are for a full semester and are non-refundable.
- If the course is cancelled, all fees are refunded.
- Admissions/Tuition Deposits and Room Deposits are non-refundable.
- PAL deposits are refunded upon return of PAL to Security upon graduation or withdrawal from UB.

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 on the Ground Floor in Wahlstrom and 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 Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Other Title IV aid programs
7. Other federal sources of aid
8. Other state, private, or institutional aid
9. The Student

### 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, Physician’s Assistant and any 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 Septem-
ber 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:
Monday-Friday: 8:30 a.m. to 7:00 p.m.
Saturday-Sunday: 10:00 a.m. to 5:00 p.m.
* Rush and summer hours change

CHANGE OF ADDRESS
A student must complete a Change-of-Address form in the Office of the Registrar or through the UB Portal 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
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.
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 School of Professional Studies and Distance Learning programs 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 or signed federal tax returns 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 or signed tax returns 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.

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/warning for one semester for which they may receive their aid. At the end of the probationary/warning 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 be ineligible for future financial aid and will be notified in writing.

Students who are reinstated after academic dismissal but have not met the federal satisfactory academic progress requirements remain ineligible for financial aid. Reinstatement to attend the University does not automatically include reinstatement of aid.

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 Ser-
The University of Bridgeport believes that financial assistance programs are essential for students. Financial Assistance Programs aid students in navigating the ramifications of their financial situation. They are advised to speak with a Financial Aid Advisor prior to doing so to ensure they are aware of the options available.

Students who plan to withdraw from classes in the semester should consult the Office of Student Financial Services. Refund schedules are important for balances owed to the University, federal fees and other expenses. Return of Institutional Aid is critical for those withdrawing from all courses. The Return of Federal Aid is calculated according to the percentage of the semester completed. Students who withdraw within the University’s Tuition Refund Schedule will have the same schedule applied to their University of Bridgeport aid.

FINANCIAL AID RETURN POLICY

Students withdrawing from all courses should be aware of the ramifications to their 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

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. Undergraduate 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 undergraduate students 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 work Study does not get deducted from student’s direct costs.

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...
Student Financial Services

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. Chiropractic 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 out to 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 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.

Robert A Willis Need-Based Grant Program
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 who meet the Expected Family Contribution (EFC) requirements are considered for this grant. Funding is limited. Students who file their financial aid applications by the priority deadline will be considered first.

Robert A Willis Need-Merit Scholarship Program
Connecticut residents who are undergraduate students can apply to the Connecticut Board of Higher Education for consideration. High school seniors who ranked in the top 20th percentile of their high school junior year class or college undergraduates who ranked in the top 20th percentile of their high school senior year class and/or have a combined score on the Scholastic Aptitude Test (SAT) of 1200 or higher or an ACT score of 25 or higher. Financial need is also a criterion. Applications are available at high schools or at www.cdhne.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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

William E. Laur Achievement Award. The will of William E. Laur specifies that the award to be known as the William E. Laur Achievement Award for a student in the graduating class of the Elementary Education Section of the Graduate School of Education, who ranks at or near the bottom of his graduating class and receives his/her M.S. in Elementary Education and who is a deserving student.

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

Kiran Kumar R. Gopu Memorial Scholarship. Established by the family & friends of Kiran Kumar 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 Co-operative 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 Gehrig 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.

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
Student Financial Services

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.
Student Affairs

Dean of Students: Craig Lennon
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 Vice President of Student Affairs and Dean of Students. It includes campus activities and civic engagement, community standards, counseling services, health services, housing and residential life, interfaith center, international center for students and scholars, student accessibility services, as well as Title IX.

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.

—Adopted from A Perspective on Student Affairs, National Association of Student Person-


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 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.

CENTER FOR RELIGIOUS AND SPIRITUAL LIFE

Overseen by the Office of Campus Activities and Civic Engagement, 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 Office of Campus Activities and Civic Engagement at 203-576-4487.

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, 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 Knightlife at http://knightlife.bridgeport.edu.

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. In the 2018-2019 Academic Year, the University had 81 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 or 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 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: https://www.bridgeport.edu/life/services/counseling/. The office is located in Carstensen Hall on the second floor.

STUDENT ACCESSIBILITY 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: accessibilityservices@bridgeport.edu or visit us on the web at: https://www.bridgeport.edu/life/student-accessibility.

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, wellness room, meeting rooms, Knights lounge, Knight’s End café, 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, Veterans Oasis, 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, Student Accessibilities Services, and our Title IX Coordinator. It also houses the Center for Religious and 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 email 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 Phi Alpha Fraternity, Inc., Chi Upsilon Sigma National Latin Sorority, Inc., Delta Sigma Theta Sorority, Ltd., Lambda Pi Upsilon Sorority, Latinas Poderosas Unidas, Inc., and Sigma Gamma Rho Sorority, Inc.

INTERNATIONAL CENTER FOR STUDENTS AND SCHOLARS
Center for Students and Scholars strives 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 pursuit 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 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 Center for Students and Scholars website at https://ics.bridgeport.edu/ 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 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 with 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.

RESIDENTIAL LIFE
The University recognizes the important contribution that life in the residence halls can make in a student’s total educational experience. Each hall is staffed by a live-in professional staff member and trained student staff Resident Assistants on each floor. Their efforts are coordinated through the Office of Housing and Residential Life. 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-a-double room, each with a different price structure. Room preference assignment are 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 second 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 60 mile driving distance of the University.

Exceptions to this policy must be requested from the Office of Housing and Residential Life in writing and approved by the Executive Director of Residential Housing and Residential Life or his/her designee by the first day of classes.

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, once signed by the student, are binding for the academic year (not the semester).

STUDENT EMPLOYMENT
Student Employment assists with processes such as Student Worker Authorization, Federal Work Study Opportunities, Non-Federal Work Study, processing of Graduate Assistantships, Teaching Assistants, Research Assistants, Employment Verifications and is an opportunity for students at the University of
Bridgeport to learn about the work environment while obtaining a degree. Student Employment is located on the ground floor of Wahlsstrom Library. For information please contact us at: Studentemployment@bridgeport.edu or 203-576-4471.

**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, Student Health 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. Students going into Clinical Health Sciences or the Nursing Program have special health requirements which can also be found on www.bridgeport.edu/healthforms.

**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 vaccination 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 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 Professional Studies 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/hepb/index.html.

**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 and eliminating all forms of gender-based discrimination in its education programs and 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 ensures prompt and effective response to complaint; 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 at 203-576-4454 or, e-mail at TitleIX@bridgeport.edu. The office is located in Carstensen Hall Room 115.
**Academic Regulations and Procedures**

**UNDERGRADUATE REGULATIONS, POLICIES AND PROCEDURES**

**Classification of Students**

**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.

**STUDENT STATUS**
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)

A full-time student is defined as someone accepted to the University pursuing an academic program, registered for at least 12 semester hours of credit each semester (excluding co-op terms).

A part-time matriculated student has been accepted into a degree program and registers for 1-11 semester hours of credit each semester.

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.

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

- Freshman 0-29 semester hours
- Sophomore 30-59 semester hours
- Junior 60-89 semester hours
- Senior 90 and above

**THE MAJOR**
All matriculated students are expected to declare their major before the end of their sophomore; however, some majors require earlier declaration if the student plans to complete within four years.

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 retake that course and earn a “C-” or better.

**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 Minor Request Form in the Dean’s or Director’s office of the College or School in which the minor is offered. Any student seeking more than one minor requires the Dean’s written permission.

**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.

**Double Majors**
Students who wish to earn a double major must complete all major requirements for both majors which might involve completing additional credits above those required for a single major. If the degrees are from different colleges, additional requirements may apply as well.

**Undeclared Majors**
All students who have not declared a major program of student will continue to work with their professional advisor to identify appropriate curriculum plans through general education requirements and elective options. By the end of sophomore year, all matriculated students are expected to have a declared major.

**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 professional advisor upon acceptance to the University. Professional advisors are available for consultation throughout the student’s tenure for purposes of academic advisement and assistance with course selection. As a student transitions from first to second year, s/he will be assigned a faculty advisor in the selected major; however, undeclared students will continue to work with their professional advisor until a major is declared. Advisors approve registrations for traditional undergraduates and program or major changes for all students. For assistance with non-academic concerns, professional counselors are available through the University’s Student Affairs Division.

**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 are coordinated through the professional center. 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.

**ADD / DROP**

Undergraduate students may withdraw from any course with advisor approval. Course withdrawals may be requested up to the last day 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 by the add/drop deadline, 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. Cancellation of attendance, notice to instructors, or telephone calls to the University, do not constitute official withdrawal from the University.

**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.

**University Policies Applicable to Both Undergraduate and Graduate Programs**

**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 Wahlstrom Library.

**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. An “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>GRADE</th>
<th>QUALITY POINTS PER SEMESTER HOUR</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>
</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.

**Evaluation and Grading of Course Work**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>UNDERGRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Indicates distinction; for work of exceptional quality</td>
</tr>
<tr>
<td>B</td>
<td>Indicates above average quality</td>
</tr>
<tr>
<td>C</td>
<td>Average work</td>
</tr>
<tr>
<td>D</td>
<td>Refer to programmatic student handbook for specific GPA expectations for graduate programs</td>
</tr>
<tr>
<td>F</td>
<td>Indicates failure</td>
</tr>
<tr>
<td>I and R</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

**International Student Programs**

**Undergraduate and Graduate Applicable to Both University Policies**

**Academic Regulations and Procedures**

---

*Note: The content is extracted from a university’s academic catalog, outlining policies, procedures, and guidelines for students regarding attendance, grading, and academic integrity.*
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.

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 (FREE ELECTIVES ONLY)
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.

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 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.”

2. 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.

3. 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.

Academic Status of Students
UNDERGRADUATE
The following policies and standards define the minimum requirements for maintaining good academic standing 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.

Good ACADEMIC Standing
Good Academic Standing: A student whose Term GPA and Cumulative GPA are 2.0 or above. The student who is not maintaining good academic standing will be permitted to remain in a degree program while attempting to re-establish 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 Warning
Academic Warning: A student whose term GPA is below 2.0 but the cumulative GPA is 2.0 or above.

Academic Probation
When a student’s Cumulative GPA is below 2.0 but above the threshold for Academic Separation.
Academic Regulations and Procedures

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

Academic Progress Standard for Academic Separation*

<table>
<thead>
<tr>
<th>Semester Hours Attempted</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;19 (fulltime students only)</td>
<td>.75</td>
</tr>
<tr>
<td>1-24</td>
<td>1.50</td>
</tr>
<tr>
<td>25-48</td>
<td>1.70</td>
</tr>
<tr>
<td>49-90</td>
<td>1.85</td>
</tr>
<tr>
<td>91+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* Retaking a course does not count toward this total.

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.

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 Committee 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 conditional probationary status. The conditions of this status, including its maximum duration, will be specified in the Committee decision granting the appeal.

Conditional Probation
Conditional Probation: When a student’s appeal is granted, he or she is placed on Conditional Probation status until their cumulative GPA reaches 2.0 or better, or until they are dismissed.

Academic Dismissal
A student will be academically dismissed if:
1. They do not appeal their separation
2. Their appeal is not granted
3. They fail to achieve the requirements for conditional probation
4. They have committed a third academic dishonesty offense

Students who have been academically dismissed are withdrawn from the University and must wait 12 months before applying for readmission.

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.

GRADUATE PROGRAM REGULATIONS AND PROCEDURES
*Refer to programmatic handbooks for the regulations and procedures pertaining to graduate professional programs in the health sciences, counseling and education.

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.

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.
5. A student separated from a Program of Study may apply for re-admission to the Program 1 year from the date of separation from the Program.
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, nonappealable separation. Application for re-admission cannot be made sooner than 1 year after the date of separation.

ACADEMIC DISCIPLINE PROCEDURES

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.

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.

INTERRUPTION OF STUDIES

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.

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.

Several University of Bridgeport’s Schools, Institutes and Programs have policies governing leaves of absence from the particular school, institute or program, and students should refer to the relevant student handbook for more information.

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 requirements may return to the University at the beginning 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.

Several University of Bridgeport’s Schools, Institutes and Programs have policies governing leaves of absence from the particular school, institute or program, and students should refer to the relevant student handbook for more information.

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.

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 course in order to receive one semester hour of academic credit. The University of Bridgeport calibration of the Carnegie Unit of Credit is as follows:

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 Canvas 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, discus-
In all of these learning formats, contact hours are only those which are common to the 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.

CLEP credit may not be used to satisfy the minimum University 30-hour residency requirement. CLEP 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.

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.

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 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 Alpha (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.

UNDERGRADUATE 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.

Application for Graduation (both Undergraduate and Graduate)

The University of Bridgeport holds two Commencement Ceremonies in May and December of each year. Students who have completed all degree requirements are eligible to participate in a Commencement Ceremony. Students do not have to apply to graduate but must confirm their interest in participating in the ceremony after being pre-certified by faculty. Designated faculty within each academic program will pre-certify a student’s eligibility to graduate prior to the mid-point of the semester from which a student is graduating.

A graduation fee of $150 per degree is assessed upon per-certification, whether or not a student participates in the ceremony.

Diplomas are mailed to the address held on file for a student 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. If you have a change of address during the course of the graduation process, please email the Office of 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 or online (see below). 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.

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.
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 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 and generally includes the humanities, social sciences, natural sciences, and mathematics.

The total number of General Education credit hours on a student’s record 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: 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 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
• CIHT 181, 202, 262, 361
• MCOM 260
• MUSC 121, 122, 123, 203, 204, 205, 207, 280
• THA 103
• Select Honors courses, as approved. See Registrar or Honors Program Director for details

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, 233, 305, 335, 336
• HUM C201, 300
• PHIL 101, 103, 104, 110, 203, 205, 210, 211, 213, 235, 323, 340
• PSCI 323, 324
• WREL 101, 102, 103, 204, 205, 207, 208, 209, 216, 221, 229, 230, 299, 301, 305
• Select Honors courses, as approved. See Registrar or Honors Program Director for details

Six Hours of Natural Science: six hours met by any combination of the following courses and/or upper-level lab science courses for which students meet the prerequisites
• BIOL 106, 111, 113, 114
• CHEM 103, 104, 113, 114
• GEOL 105, 205
• PHYS 103, 111, 112, 201, 202
• SCI C101, C102, C106, 107, C201, C202, C206
• Select Honors courses, as approved. See Registrar or Honors Program Director for details

Six Hours of Social Science: two of the following courses, from different disciplines
• CJHS 118
• ECON 201, 202
• HSCI/IPED 210
• IPED 201, 202, 206, 299, 321, 329, 345
• MCOM 111, 290
• PSYC 103, 201, 202, 240, 303, 375
• PSCI 101, 103, 203, 204, 206, 207, 208, 209, 215, 233, 299, 373

280
The Core Curriculum

- SOC 101, 102, 118, 204, 231, 270, 310, 311, 315, 348
- SOSC 207
- WREL 348, 373
- Select Honors courses, as approved. See Registrar or Honors Program Director for details

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, 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.

CORE CURRICULUM OUTCOMES

The following lists of student learning outcomes contain the common elements for any course that fulfills the University of Bridgeport’s First Year Seminar, Capstone, Humanities, Fine Arts, Social Science, or Natural Science requirement in the General Education Curriculum.

FYS

1. Students will demonstrate ability to communicate at a first-year college level, in both oral and written language.
2. Students will demonstrate ability to use reasoning in assessing ideas, values, and beliefs of oneself and others.
3. Students will demonstrate understanding of core information literacy knowledge practices, including standards of academic integrity, by conducting effective research to locate quality sources that fit their specific research needs.
4. Students will demonstrate understanding of the tools necessary for succeeding in college-level academic courses.
5. Students will demonstrate ability to locate and use academic and student support services of the University such as advising, tutoring, counseling, career development, and other related services.
6. Students will demonstrate understanding of the processes and requirements for successful completion of a degree.
7. Students will demonstrate engagement in activities that promote a sense of community as well as of individual purpose in developing personal, civic, and/or professional identity.

CAPSTONE

Students will identify and complete individual or group projects focused on something relevant to their major programs or career goals (such as case studies, business plans, research papers, artwork, design concepts, engineered products, policy proposals, community organizing, poems/stories, or the like).

1. Students will demonstrate qualitative and quantitative research methods, as the topics allow, in their projects.
2. Students will present their substantive projects to an identified audience, using appropriate media (audio, visual, demonstrative, written, oral, etc.)
3. Students will use multidisciplinary sources to provide contextual significance of their projects within broader political, industrial, or social frames.
4. Students will gather quality information sources that establish their authority over the content of their presented projects.

HUMANITIES

Upon completing a 6-credit requirement in the Humanities (two HU-designated courses), students will be able to understand and appreciate the role of literature, philosophy, religion, and/or history in shaping human culture and helping us make sense of our world. Students will demonstrate this by being able to:

1. Apply historical, interpretive and/or analytical methods to explore the human condition.
2. Demonstrate in speaking and writing the ability to present well-grounded interpretations of complex literary, historical, cultural and philosophical bodies of knowledge.
3. Reflect upon human life, experience, existence, value, purpose and meaning in a globalized world.
4. Conduct scholarly research to identify and evaluate authoritative sources that identify significant literary, historical, cultural, and/or philosophical aspects of the human experience.

FINE ARTS

Upon completing a 3-credit requirement in the Fine Arts (FA-designated courses), students will develop a basic appreciation for creative and performing arts, including visual art, music, theater, or film and be able to:

1. Analyze critically and interpret objects of art for their imaginative, aesthetic, or intellectual content.
2. Analyze creative art forms to explore human experience and critique, challenge and consider the effect on the nature of society.

SOCIAL SCIENCES

Upon completing a 6-credit requirement in Social Science (two SS-designated courses) students will understand and be able to evaluate the theoretical foundations that underpin the disciplines of economics, history, political science, psychology, or sociology and demonstrate that understanding by being able to:

1. Apply empirical methods, including quantitative and qualitative designs, to investigate and explain social phenomena in the pursuit of producing new knowledge.
2. Evaluate larger social problems challenging contemporary society as well as the policies and action designed to address these challenges.
3. Research, identify and evaluate authoritative sources that utilize social scientific methods and/or theoretical perspectives.

**NATURAL SCIENCES**

Upon completing a 6-credit requirement in Natural Sciences (two NS-designated courses) students will demonstrate competence in the following two areas:

1. Knowledge of factual content and major concepts in at least one scientific discipline – Students will be able to:
   a. Make connections between scientific concepts and everyday phenomena, real life applications and contemporary global issues.
   b. Identify and interpret scientific information presented in a credible media source or an article of scientific journalism.

2. Implementation of key attributes of the scientific method of inquiry – Students will be able to:
   a. Design, conduct and interpret laboratory experiments to test a hypothesis and reach conclusions.
   b. Interpret and manipulate quantitative information to arrive at appropriate conclusions.

**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.
Experiential Learning and Internships

The University of Bridgeport offers an extensive experiential education program, allowing students to combine classroom study with practical experience within their chosen field. Internships and other experiential learning experiences provide a practical application of academic studies in combination with opportunities to learn material that go beyond the classroom. Performing internships, performing a job shadow or participating in a mentorship opportunity offer the additional experience and development of skills, which aid in the overall career readiness of the student.

Types of Experiential Opportunities
Paid, Unpaid, Volunteer Internship
Credit Based Internship (usually 1-3 credits)
Cooperative Education Experience
Volunteer/Community Service
Special Programs (Job Shadow, Mentorship, Student Leadership Institute)
Student Employment/Graduate Assistantships/PHD Awards

Qualifying For an Internship
Students are able to perform internships throughout their academic career. Most posted opportunities will provide a list of qualifications which should be reviewed for specific GPA, major and class level requirements. Students are encouraged to participate in more than one opportunity to gain a variety of diverse professional experience.

For credit-based roles – a student should consult with their assigned academic advisor, to learn specific departmental criteria for performing an internship. In most majors, a student must be a Junior or Senior Standing with a 2.5 GPA (undergraduate) and hold a 3.0 GPA for graduate studies.

Campus Resources
Center for Career Development (https://www.bridgeport.edu/student-life/career-development)
Academic Departments (https://www.bridgeport.edu/academics/programs)
Office of Campus Activities and Civic Engagement (https://www.bridgeport.edu/student-life/campus-activities)
Office of Student Employment (https://www.bridgeport.edu/life/student-employment)

Internship Qualifying Criteria
In order for an internship to be approved by the University, the following criteria must be met. This criteria is set to protect University of Bridgeport students, and ensure valuable and educational experiences through internships and experiential opportunities.

- A designated supervisor is identified to provide the intern with guidance.
- Projects and tasks have been developed to give the intern legitimate work which will allow them to gain professional experience applicable to the industry.
- Intern responsibilities relate to their particular course of study or desired interest area.
- The intern does not displace regular employees, and works in close proximity to a full-time employee.
- The internship experience is for the benefit of the intern and does not solely advance business operations.
- Feedback is provided by the intern supervisor throughout the internship term, including completion of an Internship Evaluation provided by the University of Bridgeport.
- Clearly defined goals and learning objectives are identified which closely align with the intern’s course of study or desired interest area are developed.

Unpaid Internship, Department of Labor (DOL) Guidelines
In 2018, the Department of Labor (DOL) released new guidelines for determining whether an individual or opportunity classifies as an unpaid intern. The new model is called the “primary beneficiary test,” which takes a more straightforward approach by asking, “who benefits from the relationship most, the employer or the intern?”

The test is based on seven criteria:
- Any promise of compensation, express or implied, suggests the intern is an employee—and vice versa.
- The internship provides training similar to what would be given in an educational environment.
- The extent the internship is tied to coursework or academic credit.
- The extent the internship accommodates academic commitments according to the academic calendar.
- The internship’s length provides the intern with beneficial learning.
- The intern’s work complements, not displaces, the work of paid employees while still educating the intern.
- The intern and employer understand the intern is not entitled to an offer for a paid job at the end of the internship.

The DOL states these factors are flexible, so the final decision on whether the intern is an employee depends on the specific case. If the intern is deemed an employee, he/she is eligible for minimum wage and overtime pay under the Fair Labor Standards Act (FLSA).

Curricular Practical Training (CPT): Internships for International Students
Any international student, who performs work OFF CAMPUS, must complete Curricular Practical Training documentation PRIOR to beginning work. Any concerns or questions should be addressed to the International Center for Students and Scholars. Guidelines Include:

- You may not take part in CPT while holding student employment in any department at the university. You may either choose CPT or student employment. You CANNOT have both.
- Your CPT must be within 100 miles from The University of Bridgeport if done during the spring or fall semester. If CPT is done during the summer, there is no mile restriction. However, you will not be able to extend the employment during the fall or spring semester if your internship is more than 100 miles away from campus.
- You may not have any holds on your account (Bursar, Health, etc.)
- GPA minimum Requirements: Undergraduate 2.5, Graduate 3.0.
- You must complete two semesters as a full time UB student to qualify for CPT. (Summer semesters do not count)
- You may not have any pending grades
- Your financial balance must be a maximum of $500.
Experiential Learning and Internships

- Your internship/co-op duties must be directly related to your major
- If this CPT is done during the winter or summer break, you must pre-register for the Spring or Fall semester
- Do NOT work until you get the CPT I-20 and until the start date is in effect.

CPT Application Process:
- Visit ISS website at https://ic.bridgeport.edu/employment/cpt/ for eligibility and all necessary documents.
- If you are eligible, please scan/email to cpt@bridgeport.edu the following documents to be reviewed by ISS:
  1. Job offer letter printed on a letterhead and signed/dated by your employer (Electronic signatures are not acceptable); It must include all required information as listed below:
  2. Cooperative Education/Internship Agreement signed by your prospective employer
- Once your documents are approved, an ISS advisor will schedule you an appointment for CPT processing and instruct you to visit your Academic Department and Career Development for signatures.
- At the time of appointment, please bring all required and completed documents outlined on the ISS website

Please note: If you have questions about your eligibility for CPT, please email cpt@bridgeport.edu with your full name and UB ID included using your UB email account.

In addition to the general requirements stated before, 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.
University Library

University Librarian: Deborah Dulepski
Wahlstrom Library
126 Park Avenue, Bridgeport, CT 06604
Telephone: 203-576-4745
Fax: 203-576-4791
Email: ddulepsk@bridgeport.edu
Website: https://library.bridgeport.edu/

PHYSICAL SPACE
The Wahlstrom Library is centrally located on campus near the end of the beautiful Park Avenue where Seaside Park begins. The Library is open seven days a week often until Midnight or later. Students and faculty are offered a full range of services in a large, 4 floor space that facilitates both individual and collaborative study. 80 Computer workstations are available, as well as wireless for students with mobile devices, docking stations, 20 loaner laptops, an adaptive technology room, copy machines and printers, collaboration rooms, and fully equipped “Smartrooms” with electronic whiteboards and the potential for multiple devices to project.

PRINT COLLECTIONS
The Wahlstrom Library print collections are located on the 3rd floor of the Library building. Two Self Check Machines are available so students can check items out, and Librarians are located on the floor to assist in locating and checking out items. Special collections of archival and historical material are available for use as well by appointment.

DIGITAL LIBRARY
The Wahlstrom Library extends its traditional services through its Digital Library, OneSearch which is available at https://library.bridgeport.edu. The Digital Library includes an integrated search platform, linking between products, and millions of electronic journal articles, ebook chapters, reports, conference proceedings, data, protocols, lists of experts, and wire and newsfeed announcements. Subscribing to more than 80 major research databases, electronic tutorials are provided to assist in the use of individual products and features, and digital Interlibrary loan services exist for when students or faculty need an item not found within the Digital Library in full-text.

INFORMATION LITERACY INSTRUCTION
The Wahlstrom Library supports the University and General Education Committee commitment to producing an information literate student body. An experienced staff of Librarians works closely with faculty to develop curriculum and assessment tools so that when students graduate and join their chosen professions, they are prepared to join the scholarly conversations and debates taking place in the published research and literature of those fields. The Wahlstrom Library approach reflects a strong commitment to the Threshold Concepts from the Association of College & Research Libraries as well as Evidence Based Medicine Best Practices for graduate level Health Sciences programs. Instruction Librarians deliver instruction in the classroom, online and in the Library and are available during the Spring and Fall Semesters from 8 AM – 10 PM Monday – Thursday, 8 AM – 7 PM Friday, 9 AM – 5 PM Saturday, and 2 PM – 10 PM Sunday. To contact a librarian or to ask a question, email reference@bridgeport.edu, call 203-576-4747 or chat with us from the Ask a Librarian page on the library website at https://library.bridgeport.edu/ask/.
Support Services

Tutoring and Learning Center
The Tutoring and Learning Center (TLC) is a comprehensive resource that supports undergraduate and graduate classroom instruction and provides academic assistance through tutoring, workshops, and study groups. In a welcoming and supportive environment, the staff of the TLC helps students develop critical thinking skills and effective study strategies, preparing them to be successful, independent learners. Our staff includes trained professional tutors, graduate student tutors, and undergraduate peer tutors to meet the needs of students in all disciplines. The TLC has two convenient locations: a STEM tutoring center is located in room 16 of Charles Dana Hall; a separate writing and subject tutoring center is located on the fifth floor of Wahlstrom Library. All services are provided free of charge to registered students.

Services
Drop-in/appointment-based one-on-one tutoring/Group study sessions
Workshops
e-Tutoring
In addition to on-site services, the TLC also offers online tutoring through the Connecticut Distance Learning Consortium. E-Tutoring allows students to meet with tutors in a one-on-one, virtual online environment where they can ask questions and get responses in real time. Students may also upload written work for review and feedback by trained writing tutors within 24-48 hours, helping students zero in on areas for revision before submitting work for a final grade. All registered students are automatically enrolled in this free service and can access e-Tutoring using UB credentials. Information about e-Tutoring can be found on the Tutoring and Learning Center portal page.

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.

Director: Chrystie A. Cruz
Wahlstrom Library, 5th Floor
sss@bridgeport.edu
(203) 576-4186

Director: Brian Keiser
Wahlstrom Library, 506
(203) 576-6632
bkeiser@bridgeport.edu

Academic Advising Center
The Academic Advising Center (AAC) is a centralized advising office dedicated to assisting first-year students at the University of Bridgeport as they navigate their majors by selecting the appropriate courses to graduate on time. Advisors in the AAC work closely with faculty advisors to ensure that student are on track to graduate but also get the most out of their education here at UB. Advisors support all students, freshmen through seniors, who come into the center and are available during regular business hours.

Services Offered
On top of general advising, the AAC advisors offer very specialized services. We provide support for students on academic probation through our Academic Recovery Program. Additionally, we provide student success coaching, student-to-student peer mentoring, and online advising for students who cannot make it to campus.
COLLEGE OF ARTS AND SCIENCES
College of Arts and Sciences

Dean: Manyul Im
Charles Dana Hall, Room 148
E-mail: artsandsciences@bridgeport.edu


Mission Statement

The mission of the College 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.

Courage — 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.

Facilities

Programs within the College of Arts & Sciences are located in several buildings across the University of Bridgeport Campus. These include the Arnold Bernhard Center, Bates Hall, Bryant Hall, Carlson Hall, and Charles Dana Hall.

Accreditation

All degree programs in the College of Arts and Sciences are licensed and accredited by the State of Connecticut Office of Higher Education.

Degree Programs

- Biology (B.A. and B.S.)
- Criminal Justice and Human Security (B.A.) contained within School of Public and International Affairs
- Counseling (M.S.)
- English (B.A. and B.S.)
- Fashion Merchandising (A.A. and B.S.)
- General Studies (A.A. and A.S.)
- General Studies (B.S.)
- Global Development and Peace (M.A.) contained within the School of Public and International Affairs (SPIA)
- Global Media and Communication Studies (M.A.) contained within the School of Public and International Affairs (SPIA)
- Graphic Design (B.F.A.) contained within the Shintaro Akatsu School of Design (SASD)
- Humanities (B.A. and B.S.)
- Human Services (B.S.)
- Industrial Design (B.S.) contained within the Shintaro Akatsu School of Design (SASD)
- Interior Design (B.S.) contained within the Shintaro Akatsu School of Design (SASD)
- International Political Economy and Diplomacy (B.A.) contained within the School of Public and International Affairs (SPIA)
- Mass Communications (B.A.) contained within the School of Public and International Affairs (SPIA)
- Mathematics (B.A. and B.S.)
- Music (B.Mus)
- Professional Studies (B.P.S.) contained within the School of Professional Studies (SPS)
- Psychology (B.S.)
- Social Sciences (B.A.) contained within the School of Public and International Affairs (SPIA)

Schools within the College of Arts & Sciences

The following schools are housed within the College of Arts & Sciences: the School of Professional Studies, the School of Public and International Affairs, and the Shintaro Akatsu School of Design.

The School of Professional Studies (SPS)

Director: Timothy Raynor
Wahlstrom Library, Garden Level
Telephone: (203) 576-4168
Fax: (203) 576-4537
E-mail: traynor@bridgeport.edu

The School of Professional Studies (SPS) 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 Accelerated Degree Completion Program

Director of Academic Advising: Yvrose Romulus
Wahlstrom Library, Garden Level
Telephone: (203) 576-4800
E-mail: idealinfo@bridgeport.edu

The Accelerated Degree Completion Program was an early pioneer in degree-completion programs for adult learners, beginning in 1988. This 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.

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

WATERBURY CENTER

Director: Deena Martinelli
84 Progress Lane

The University of Bridgeport's Waterbury Campus is conveniently located off Interstate 84 Exit 25A on the Waterbury/Cheshire border and offers undergraduate, graduate, and post-graduate programs.

Programs of Study at the Waterbury Center

UNDERGRADUATE

(Accelerated 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

The School of Public and International Affairs (SPIA)

Director: William Lay
Carlson 229
Telephone: (203) 576-4202
E-mail: wlay@bridgeport.edu

Background and Focus

The School of Public and International Affairs 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 school offers majors in Communication, International Relations and Diplomacy, World Religions, and the Social Sciences.

Mission Statement

Through the degree program and the minors it offers the School 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

Shintaro Akatsu School of Design (SASD)

Director: Richard Yelle
Arnold Bernhard Center, room 810
Telephone: (203) 576-4755
E-mail: ryelle@bridgeport.edu

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.

Accreditation

SASD is an accredited member of the National Association of Schools of Art and Design (NASAD).
COLLEGE OF ARTS AND SCIENCES

College of Arts and Sciences Programs
Biology Bachelor of Arts / Bachelor of Science Degree

Program Description
The Biology Department offers a 120-credit Bachelor of Arts and a 120-credit Bachelor of Science degree in Biology. Students are introduced to laboratory training in General Biology, Ecology, Physiology, Molecular Biology, and most elective courses. Both degrees prepare students to pursue graduate degree programs in education, the biological disciplines, medicine, or allied health professions. Biology students can pursue several concentrations (listed below).

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.

BIOLOGY, BACHELOR OF ARTS
The Bachelor of Arts degree in Biology provides a broad liberal arts program. It is designed to allow students to obtain a minor that may be appropriate for their career aspirations. In cooperation with the School of Education there is a 5-year combined Bachelor of Arts in Biology/Master of Science in Education program for students interested in pursuing a teaching career.

Summary of Requirements

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>General Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 223</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 345</td>
<td>Molecular Biology</td>
<td>4</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>PHYS 201</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>General Physics II</td>
<td>4</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>BIOL 100</td>
<td>Biology Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUM 100</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM 200</td>
<td>Humanities Elective</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>
<tr>
<td>SOSC 200</td>
<td>Social Science Elective</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>MATH 109</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVES 16 or 17

Total Semester Hours 120

1. Biology and approved cognate courses at the 200 level or higher.
2. As approved by the Department.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>General Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 223</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 345</td>
<td>Molecular Biology</td>
<td>4</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>PHYS 202</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Math 112</td>
<td>Math 205</td>
<td>3 or 4</td>
</tr>
<tr>
<td>MATH 11</td>
<td>Calculus &amp; Anal. Geo. I</td>
<td>4</td>
</tr>
<tr>
<td>HUM 100</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM 200</td>
<td>Humanities Elective</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>
<tr>
<td>SOSC 200</td>
<td>Social Science Elective</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>MATH 109</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS 120

1. Biology and approved cognate courses at the 200 level or higher.

CONCENTRATIONS WITHIN THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREES

Biology students can pursue the following concentrations:

BIOMEDICAL SCIENCE / BIOTECHNOLOGY
Students are advised to take the following elective courses: General Anatomy and Physiology (BIOL 213, 214), Virology (BIOL 318), Microbiology (BIOL 320), Medical Genomics (BIOL 343), Endocrinology (BIOL 324), Biochemistry (CHEM 365), Immunology (BIOL 341), Toxicology (BIOL 344), Histology (BIOL 303), Medical Microbiology (BIOL 332), and Biostatistics (MATH 203B). Students should participate in a summer research program for practical experience in their field of study. A research project is strongly recommended.

ECOLOGY/ENVIRONMENTAL SCIENCE
Students are advised to take the following...
elective courses: Biosurvival (BIOL 201), Human Evolution (BIOL 202), Comparative Anatomy (BIOL 210), Biostatistics (Math 203B), Microbiology (BIOL 320), Marine Ecology (BIOL 330), Endocrinology (BIOL 324), Parasitology, Mycology, and Virology (BIOL 317), Medical Genomics (BIOL 343), Biochemistry (CHEM 365), and Environmental Health (BIOL 418). Students are encouraged to pursue internships, participate in fieldwork, enroll in special seminars offered in this area, and pursue independent research with the faculty.

PRE-MEDICINE
The Biology Major is designed to meet the admission requirements for the majority of medical schools. However, admission requirements do vary, so to fulfill the admission requirements for the broadest possible range of programs, you may wish to take the following elective courses: ENGL 202, Advanced Exposition, MATH 203B, Biostatistics, CHEM 365, Biochemistry, PSYCH 103, Intro to Psychology. Biology electives recommended for pre-med students include General Anatomy and Physiology (BIOL 213, 214), Virology (BIOL 318), Microbiology (BIOL 320), Medical Genomics (BIOL 343), Endocrinology (BIOL 324), Immunology (BIOL 341), Toxicology (BIOL 344), Histology (BIOL 303), and Medical Microbiology (BIOL 332). In addition to their course work, pre-med applicants should have a well-rounded academic resume that includes involvement in research, community activities, and student organizations. Pre-med applicants should have 900+ hours of animal care and handling experience in their area of interest.

PRE-PHYSICIAN ASSISTANT
The Biology Major provides excellent preparation for Physician Assistant programs. Pre-PA students should take the following electives: Intro to Psychology (PSYCH 103), General Anatomy and Physiology (BIOL 213, 214), Biostatistics (MATH 203B), Microbiology (BIOL 320), and Biochemistry (CHEM 365). Other electives of interest to pre-PA students include Virology (BIOL 318), Medical Genomics (BIOL 343), Endocrinology (BIOL 324), Immunology (BIOL 341), Toxicology (BIOL 344), Histology (BIOL 303), and Medical Microbiology (BIOL 332). Pre-PA applicants should have 500+ hours of direct patient contact.

OTHER PRE-HEALTH PROFESSIONAL OPTIONS
The Biology Major offers pre-health professional options in Pre-Pharmacy, Pre-Chiropractic, Pre-Naturopathic, Pre-Osteopathic, Pre-Occupational Therapy. Please meet with a Biology advisor to tailor your electives to meet your graduate program requirements.

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.
Conservation and Environmental Biology Bachelor of Science Degree

Chair: Kathleen Engelmann
Dana Hall, Room 213
Telephone: (203) 576-4253
E-mail: engelmann@bridgeport.edu

Program Description
The Biology Department offers a 120-credit Bachelor of Science degree in Conservation and Environmental Biology. Students are introduced to laboratory and field training in General Biology, Ecology, Conservation, and Environmental Science. This degree prepares students to work in the fields of conservation and environmental science as well as pursue graduate degree programs in education, the biological disciplines, ecology, wildlife, conservation, and environmental studies. Conservation and Environmental Biology students can pursue concentrations in Marine Biology and Environmental Science.

Learning Outcomes
By completing the Biology program, students will:
1. be able to read and interpret current biological and environmental literature, formulate scientific hypotheses, design and execute experiments, and analyze and interpret data.
2. have mastered the fundamental principles of organismal biology and ecology.
3. have training necessary to apply biological principles and techniques to issues related to biodiversity and our rapidly changing biosphere.
4. have awareness of the principles that shape ecosystem resilience and promote ecosystem recovery.
5. have awareness and appreciation of interdisciplinary interactions among other disciplines in the natural sciences, data science, public policy, economics, and philosophy.
6. have critical tools to exercise responsibility and stewardship of the biosphere by assuming positions of leadership in our global society.

CONSERVATION AND ENVIRONMENTAL BIOLOGY, BACHELOR OF SCIENCE
The Conservation and Environmental Biology degree is for students who wish to pursue broad training in the area or organismal and ecosystem biology.

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 General Biology I</td>
</tr>
<tr>
<td>BIOL 102 General Biology II</td>
</tr>
<tr>
<td>BIOL 107 Intro Conservation</td>
</tr>
<tr>
<td>BIOL 211 General Physiology</td>
</tr>
<tr>
<td>BIOL 217 Field Biology</td>
</tr>
<tr>
<td>BIOL 223 Ecology</td>
</tr>
<tr>
<td>BIOL 307 Genetics</td>
</tr>
<tr>
<td>BIOL 320 Microbiology</td>
</tr>
<tr>
<td>BIOL 345 Molecular Biology</td>
</tr>
<tr>
<td>CHEM 203 Principles of Organic Chemistry</td>
</tr>
<tr>
<td>PHYS 202 General Physics II</td>
</tr>
<tr>
<td>CEB Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>Math 203/B Elementary Stats/ Biostats</td>
</tr>
<tr>
<td>HUM Humanities Core</td>
</tr>
<tr>
<td>PHIL 235 Environmental Ethics</td>
</tr>
<tr>
<td>FA Fine Arts Core</td>
</tr>
<tr>
<td>PSCI 103 Intro Political Science</td>
</tr>
<tr>
<td>PSYC 346 Animal Behavior</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
</tr>
<tr>
<td>Bio 100 Biology Study Skills</td>
</tr>
<tr>
<td>CAPS C390 Capstone Seminar</td>
</tr>
<tr>
<td>Total Semester Hours</td>
</tr>
</tbody>
</table>

1 Conservation and Environmental Biology electives at the 200 level or higher.

CONCENTRATIONS WITHIN THE CONSERVATION AND ENVIRONMENTAL BIOLOGY DEGREE

Biology students can pursue the following concentrations:

MARINE BIOLOGY
Students are advised to take the following elective courses: Marine Biology I/II (BIOL 330, 331), Calculus I (MATH 110), either Analytical Chemistry (CHEM 302) or Environmental Chemistry (BIOL 328), and at least 12 credits of the following: Physiological Ecology (BIOL 324), Ichthyology (BIOL 401), Invertebrate Zoology (BIOL 405), Physical Oceanography (OCEA 300), Natural Resource Management (BIOL 423). Students should participate in a summer research program for practical experience in their field of study. A research project and/or internship experience is strongly recommended.

ENVIRONMENTAL SCIENCE
Students are advised to take the following elective courses: Toxicology (BIOL 344), Calculus II (MATH 112), either Linear Algebra (MATH 214) or Probability and Statistics I (MATH 323), two of the following: Analytical Chemistry (CHEM 302), Biochemistry (CHEM 360) or Environmental Chemistry (BIOL 328), and at least 12 credits of the following: Aquatic Biology (BIOL 326), Physical Oceanography (OCEA 300), Geographic Information Systems (BIOL 404), Spatial Modeling (BIOL 414), Natural Resource Management (BIOL 423). Students should participate in a summer research program for practical experience in their field of study. A research project and/or internship experience is strongly recommended.

CONSERVATION AND ENVIRONMENTAL BIOLOGY MINOR
Students wishing to obtain a minor in Conservation and Environmental Biology must take Biology 101, 102, 107, 211, 223, and at least two of the following courses: Biodiversity and Evolution (BIOL 201), Field Biology (BIOL 217), Marine Biology I/II (BIOL 330/331), Aquatic Biology (BIOL 326), GIS (BIOL 404), Natural Resource Management (BIOL 423).
**English Bachelor of Arts / Bachelor of Science Degree**

*Chair: Amy Nawrocki*
Bryant Hall
Telephone: (203) 576-4297
E-mail: nawrocki@bridgeport.edu

**Program Description**
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.

**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.

---

### ENGLISH, BACHELOR OF ARTS

#### 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 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.

<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 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP III (9 CREDITS)**
9 credits of literature courses at 200 and 300 level. Students may substitute a 100-level course as well as ENGL 322 (Understanding English Grammar) for 6 of these credits.

**MODERN LANGUAGE REQUIREMENT (12 CREDITS)**
Demonstrated proficiency in a modern language other than English at the 104 level.

**Free Electives (30 credits)**

**Suggested Program**

**BA IN ENGLISH: LITERATURE**

**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>ENGL 201</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Math Core</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</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</td>
<td>English Major</td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td>American History for Major</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>MATH</td>
<td>Math Core</td>
<td>3</td>
</tr>
<tr>
<td>ML</td>
<td>Modern Language 101</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 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>English Elective for Major</td>
<td>3</td>
</tr>
<tr>
<td>ML</td>
<td>Modern Language 101</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</td>
<td>English or World History Elective</td>
<td>3</td>
</tr>
<tr>
<td>ML</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>NAT SCI</td>
<td>Natural Science Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
BA IN ENGLISH: CREATIVE WRITING

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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>3</td>
</tr>
<tr>
<td>ML 101</td>
<td>3</td>
</tr>
</tbody>
</table>

GROUP II (15 CREDITS)
15 credits of literature electives at the 200 or 300 level.

GROUP III (9 CREDITS)
9 credits of literature courses at the 200 and 300 level.

ENGLISH, BACHELOR OF SCIENCE

Core Curriculum (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
## English Bachelor of Arts / Bachelor of Science Degree

### SEMESTER 2
- **ENGL** English Elective for Major 3
- **HIST** American History Elective for Major 3
- **NAT SCI** Natural Science Core Elective 3
- **FA** Fine Arts Core Elective 3
- **Free Elective** 3

### SEMESTER 3
- **ENGL 207** American Literature I 3
- **ENGL** English Elective for Major 3
- **HUM** Humanities Core Elective 3
- **SOC SCI** Social Science Core Elective 3
- **Free Elective** 3

### SEMESTER 4
- **ENGL 210** British Literature II 3
- **HIST** British or World History Elective 3
- **HUM** Humanities Core Elective 3
- **NAT SCI** Natural Science Core Elective 3
- **Free Elective** 3

### SEMESTER 5
- **ENGL 208** American Literature II 3
- **ENGL** English Elective for Major 3
- **Free Electives** 9

### SEMESTER 6
- **ENGL 209** British Literature I 3
- **ENGL** English Elective for Major 3
- **Free Electives** 9

### SEMESTER 7
- **ENGL 212** World Literature 3
- **ENGL 305** Shakespeare 3
- **CAPS 390** Capstone Seminar 3
- **Liberal Arts Elective** 3
- **Free Electives** 6

### SEMESTER 8
- **ENGL 309** Seminar in Creative Writing 3
- **Liberal Arts Electives** 6
- **Free Electives** 6

### BS IN ENGLISH: CREATIVE WRITING

### SEMESTER 1
- **ENGL 101** Composition & Rhetoric 3
- **FYS 101** First Year Seminar 3
- **MATH 105** Intermediate Algebra 3
- **ENGL 201** Creative Writing 3
- **SOC SCI** Social Science Core Elective 3

### SEMESTER 2
- **ENGL** Literature Elective for Major 3
- **FA** Fine Arts Core Elective 3
- **HUM** Humanities Core Elective 3
- **NAT SCI** Natural Science Core Elective 3
- **Free Elective** 3
Fashion Merchandising Associate in Arts Degree

Chair: Patricia Rigia
Bryant Hall 105
Telephone: (203) 576-4098
E-mail: rigia@bridgeport.edu

Program Description
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 workshops; 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
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

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 101 Fashion Fundamentals 3</td>
</tr>
<tr>
<td>FM 108 Product Knowledge — Fashion Accessories 3</td>
</tr>
<tr>
<td>FM 270 Fashion Show 3</td>
</tr>
<tr>
<td>RETL 180 Seminar in Professional Development 3</td>
</tr>
<tr>
<td>RETL 201 Retail Adver. &amp; Fashion Promotion 3</td>
</tr>
<tr>
<td>RETL 202 Retailing Math 3</td>
</tr>
<tr>
<td>RETL 203 Fashion &amp; Retail Buying I 3</td>
</tr>
<tr>
<td>RETL 205 Textiles I 3</td>
</tr>
<tr>
<td>RETL 206 Textiles II 3</td>
</tr>
<tr>
<td>RETL 207 Strategy of Selling 3</td>
</tr>
<tr>
<td>RETL 280 Industry Internship 3</td>
</tr>
<tr>
<td>ADSN 103 Visual Organization 3</td>
</tr>
<tr>
<td>ADSN 119A Intro Computer Apps (Photoshop) 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric 3</td>
</tr>
<tr>
<td>HUM Humanities Core 3</td>
</tr>
<tr>
<td>SOSC Social Science Core 3</td>
</tr>
<tr>
<td>CAIS 191 Computer Concepts 3</td>
</tr>
<tr>
<td>MCOM 110 Public Speaking 3</td>
</tr>
<tr>
<td>or 111 Intro to Communication General Education Electives 3</td>
</tr>
<tr>
<td>MATH Math Core 3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar 3</td>
</tr>
</tbody>
</table>

Total Semester Hours 63

<table>
<thead>
<tr>
<th>Suggested Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
</tr>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric 3</td>
</tr>
<tr>
<td>ADSN 103 Visual Organization I 3</td>
</tr>
<tr>
<td>ADSN 119A Intro Computer Apps (Photoshop) 3</td>
</tr>
<tr>
<td>FM 101 Fashion Fundamentals 3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH Math Core 3</td>
</tr>
<tr>
<td>FM 108 Product Knowledge — Fashion Accessories 3</td>
</tr>
<tr>
<td>RETL 202 Retailing Mathematics 3</td>
</tr>
<tr>
<td>CAIS 191 Computer Concepts 3</td>
</tr>
<tr>
<td>RETL 205 Textiles I 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 206 Textiles II 3</td>
</tr>
<tr>
<td>RETL 207 Strategies of Selling 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 270 Fashion Show 3</td>
</tr>
<tr>
<td>RETL 201 Retail Advertising and Promotion 3</td>
</tr>
<tr>
<td>RETL 203 Buying I 3</td>
</tr>
<tr>
<td>MCOM 111 Intro to Mass Communication 3</td>
</tr>
<tr>
<td>or MCOM 110 Public Speaking 3</td>
</tr>
<tr>
<td>HUM Humanities Core 3</td>
</tr>
<tr>
<td>SOSC Social Sciences Core 3</td>
</tr>
</tbody>
</table>

Total Semester Hours 63
Fashion Merchandising Bachelor of Science Degree

Program Description
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.

Learning Outcomes
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.

FASHION MERCHANDISING, BACHELOR OF SCIENCE

Summary of Requirements

CREDITS ______________________________

GENERAL EDUCATION REQUIREMENTS ______

ENGL C101 Composition & Rhetoric 3
MATH Math Core 3
HUM Humanities Core 6
SOSC 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
MOOC 110 Public Speaking 3
Liberal Arts Elective 3
Liberal Arts Elective 3
CAIS 191 Computer Concepts 3
48

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 Advrt. & 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

BACHELOR OF SCIENCE

FASHION MERCHANDISING,

57

60
# Fashion Merchandising Bachelor of Science Degree

## Required Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>Visual Organization I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free or Minor Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free or Minor Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free or Minor Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free or Minor Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free or Minor Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 123

## Suggested Program

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>FM 101</td>
<td>Fashion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 111</td>
<td>Intro Mass Comm</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>FM 107</td>
<td>Home Furnishings or Elective</td>
<td>3</td>
</tr>
<tr>
<td>FM 108</td>
<td>Product Knowledge-Fashion Accessories</td>
<td>3</td>
</tr>
<tr>
<td>RETL 205</td>
<td>Textiles I</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Math Core</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>RETL 180</td>
<td>Seminar in Professional Development</td>
<td>3</td>
</tr>
<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 203</td>
<td>Fashion &amp; Retail Buying I</td>
<td>3</td>
</tr>
<tr>
<td>RETL 280</td>
<td>Industry Internship</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>ENGL 101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<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>RETL 202</td>
<td>Buyers Math</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core Elect</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>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>RETL 300</td>
<td>Mass Merchandising/Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 307</td>
<td>Surface Design I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</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>RETL 313</td>
<td>Organizational Management</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119B</td>
<td>Intro Cptr Apps (Illustrator)</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>(or Excel) Computer Concepts</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</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>RETL 330</td>
<td>International Fashion/Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Elective (Core)</td>
<td>3</td>
</tr>
<tr>
<td>RETL 304</td>
<td>Fashion &amp; Retail Buying II</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>FM 303</td>
<td>History of Costume</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

## Program Options

### Minor in Mass Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 110</td>
<td>Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 111</td>
<td>Intro Mass Comm</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 247</td>
<td>Fashion Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 270</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 339</td>
<td>Advertising and P.R.</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 341</td>
<td>Magazine and Feature Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 18 Hours

### Minor in Art & Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 105</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Intro Cptr Apps (Photoshop)</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119B</td>
<td>Intro Cptr Apps (Illustrator)</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>RETL 307</td>
<td>Surface Design I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 18 Hours

### Minor in Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 330</td>
<td>International Fashion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>300-level Marketing courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>300-level Marketing courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>300-level Marketing courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>300-level Marketing courses</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 18 Hours

---

61
Chair: Edward Geist
Bryant Hall
Telephone: (203) 576-4956
E-mail: edwgeist@bridgeport.edu

Program Description
The student enrolled in the Associate in Arts or the Associate in Science degree in the General Studies program may plan a completely individual program leading to the Associate in Arts or Associate in Science degree. There are no specific requirements for these Associate degrees 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 core, First Year Seminar, 2 additional University core courses, and 2 electives from the Humanities, Sciences, or Social Sciences.

In addition, the Associate in Science Degree requires Math 106 and a minimum of 24 semester hours in Mathematics and Science.

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 mindset and exercise professional responsibility in a global context.

GENERAL STUDIES, ASSOCIATE IN ARTS DEGREE

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH Math Core</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Core Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Hours 21

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH Math Core</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>CREDITS</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>CREDITS</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>CREDITS</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

Summary of Requirements

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and Science Electives</td>
<td></td>
</tr>
</tbody>
</table>

Elective Semester Hours 15

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106 Math Core</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>
</tbody>
</table>

Total Semester Hours 21

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106 Math Core</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</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>Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Hours 60
General Studies Bachelor of Science Degree

Chair: Edward Geist
Charles Dana Hall
Telephone: (203) 576-4956
E-mail: edwgeist@bridgeport.edu

Program Description
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 gradu-
ates holding this degree have been accept-
ted for advanced work by other institutions.
However, since graduate school admissions
policies vary greatly depending upon the
program and institution, students contem-
plating graduate study should inform them-


Learning Outcomes
By completing the program in General Stud-
ies, students will: 1) be able to communicate
effectively in writing so that one may ad-

treme and apply to graduate


Degree Requirements
1. A minimum of 120 hours with minimum
cumulative quality point ratio of 2.00.

2. The student must have a area of concen-


Summary of Requirements

Approved Area of Concentration for the B.S. within Divisions.
A minimum of 30 semester hours is required in at least one of the following categories (see item 2 under degree require-
ments):

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)

*Writing and composition courses in English and conversa-
tion, composition, and introductory courses in languages
(101-104) MAY NOT be used to meet requirements in this
category

GEOLOGY
All Geology

PHYSICS
All Physics

SOCIAL SCIENCES
All Economics
All History
All Political Science
All Psychology
All Religion
All Sociology

GENERAL EDUCATION REQUIREMENTS
ENGL C101 Composition & Rhetoric 3
MATH Core or Demonstrated Math Competency 3
FYS 101 First Year Seminar 3
FA Fine Arts Core 3
HUM Humanities Core 6
SCI Natural Sciences Core 6
SOSC Social Sciences Core 6
CAPS C390 Capstone Seminar 3
Liberal Arts Requirements 9

Total Semester Hours 120
Humanities Bachelor of Arts / Bachelor of Science Degree

Chair: Timothy Eves
208 Bryant Hall
Telephone: (203) 576 4235
E-mail: teves@bridgeport.edu

Program Description
In the Humanities program, students will undertake interdisciplinary study based in History and Philosophy. The program develops understanding of human thought through time and place, providing students with the ability to locate and analyze evidence, to apply logical and critical thinking to it, and to organize and present it in coherent and persuasive ways. This program is designed for students interested in careers that involve teaching, research, legal work, writing, publishing, or editing. The program is ideal for those interested in graduate study in History and Philosophy. It also prepares students for professional graduate programs in communication, library science, education, journalism, or law school.

There are three concentrations available in Humanities: General, History, and Philosophy. Each requires 30 credit hours in History and Philosophy along with a 3-credit senior project which may be satisfied by a thesis or internship option in a student’s final year of study. The program also provides students with the option of choosing one or two of the following tracks: Standard (9 credits), Law and Ethics (9 credits), and Education (12 credits).

Learning Outcomes
By completing the Humanities program, students will demonstrate (1) an ability to engage in disciplined study of human inquiry, past and present; (2) an understanding of the breakdowns, shifts, and continuities in human relations; (3) an understanding of the interconnectedness of historical and philosophical developments that influence that influence cultures; (4) an ability to gather and think logically and critically about evidence; and (5) an ability to formulate questions and present results of research and reasoning.

Humanities, Bachelor of Arts
Summary of Program Requirements
One of the following concentrations:

GENERAL CONCENTRATION
15 credits of History courses (2 American History courses, 2 European or global History courses, and 1 History or cognate discipline elective)
15 credits of Philosophy courses (2 courses in ethics, 2 courses in critical thinking, and 1 Philosophy or cognate discipline elective)

HISTORY CONCENTRATION
21 credits of History courses (2 American History courses, 2 European or global History courses, and 3 History or cognate discipline electives)
9 credits of Philosophy courses (1 course in ethics, 1 course in critical thinking, and 1 Philosophy or cognate discipline elective)

PHILOSOPHY CONCENTRATION
9 credits of History courses (1 American History course, 1 European or global History course, and 1 History or cognate discipline elective)
21 credits of Philosophy courses (2 courses in ethics, 2 courses in critical thinking, and 3 Philosophy or cognate discipline electives)

OPTIONAL TRACKS
STANDARD TRACK (9 CREDITS)
One 3-credit research class: HIST 292, HIST 399, or PHIL 399
One 3-credit advanced writing class: ENGL 202 or ENGL 217
One 3-credit computer skills class: CPSC 101 or ADSN 119A

LAW & ETHICS TRACK (9 CREDITS)
One 3-credit speaking or communication class: MCOM 110, QHIS 350, ENGL 202, or ENGL 217
One 3-credit legal systems class: PSCI 233, PSCI 208, SOC 118, BLAW 251, or HLAB 331
One 3-credit American Government classes: PSCI 101 or QHIS 345

EDUCATION TRACK (12 CREDITS)
One 3-credit in Political Science class: PSCI 101, 203, 207, or 233

Suggested Programs
GENERAL CONCENTRATION WITH A STANDARD TRACK

FIRST SEMESTER
ENGL 101 Composition & Rhetoric 3
PHIL 101 General Philosophy 3
MATH 102 Nature of Mathematics 3
PHIL 203 Ethics 3
FA elective Fine Arts core elective 3
SCI elective Natural Science core elective 3
HUM elective Humanities core elective 3

SECOND SEMESTER
HIST 102 World Civilization I 3
MATH 102 Nature of Mathematics 3
PHIL 205 History of Western Philosophy 3
SCI elective Natural Science core elective 3
HUM elective Humanities core elective 3

THIRD SEMESTER
HIST 207 US History to 1877 3
PHIL 207 Ethics 3
SOC elective Social Science core elective 3
SCI elective Natural Science core elective 3
HUM elective Humanities core elective 3

FOURTH SEMESTER
HIST 208 US History since 1877 3
PHIL 205 History of Western Philosophy 3
SCI elective Natural Science core elective 3
HUM elective Humanities core elective 3

FIFTH SEMESTER
HIST 336 Portrait of an Age 3
PHIL 211 Philosophy of Human Rights 3
ADSN 119A Introduction to Computer Apps 3
FREE electives 6
### Humanities Bachelor of Arts / Bachelor of Science Degree

#### SIXTH SEMESTER
- HIST elective: History or Cognate elective 3
- PHIL elective: Philosophy or Cognate elective 3
- ENGL 217: Creative Nonfiction 3
- LARTS electives: Liberal Arts electives 6

#### SEVENTH SEMESTER
- HIST 292: Research and Writing 3
- LARTS electives: Liberal Arts electives 6
- CAPS 390: Capstone Seminar 3

#### EIGHTH SEMESTER
- HUM 397/398: Thesis or Internship 3
- PHIL elective: Philosophy or Cognate elective 3

### History Concentration with an Education Track

#### FIRST SEMESTER
- ENGL 101: Composition & Rhetoric 3
- FYS 101: First Year Seminar 3
- HIST 101: World History I 3
- SCI elective: Natural Science core elective 3
- SOSC elective: Social Science core elective 3
- HUM elect: Humanities core elective 3
- SOSC elective: Social Science core elective 3

#### SECOND SEMESTER
- HIST 102: World History II 3
- MATH 102: Nature of Mathematics 3
- SCI elective: Natural Science core elective 3
- HUM elect: Humanities core elective 3
- SOSC elective: Social Science core elective 3

#### THIRD SEMESTER
- HIST 207: US History to 1877 3
- PHIL 101: General Philosophy 3
- SCI elective: Natural Science core elective 3
- HUM elect: Humanities core elective 3
- SOSC elective: Social Science core elective 3

#### FOURTH SEMESTER
- HIST 208: US History since 1877 3
- PHIL 205: Philosophy of Human Rights 3
- SCI elective: Natural Science core elective 3
- HUM elect: Humanities core elective 3
- SOSC elective: Social Science core elective 3

#### FIFTH SEMESTER
- PHIL elective: Philosophy or Cognate elective 3
- HIST elective: History or Cognate elective 3
- PSCI 233: Intro. to the US Legal System 3

#### SIXTH SEMESTER
- HIST elective: History or Cognate elective 3
- PHIL 205: History of Western Philosophy 3
- PSYC 201: Child Psychology 3
- SOSC 207: World Regional Geography 3

#### SEVENTH SEMESTER
- PHIL elective: Philosophy or Cognate elective 3
- LARTS electives: Liberal Arts electives 6
- CAPS 390: Capstone Seminar 3

### Philosophy Concentration with a Law & Ethics Track

#### FIRST SEMESTER
- ENGL 101: Composition & Rhetoric 3
- FYS 101: First Year Seminar 3
- PHIL 101: General Philosophy 3
- SOSC elective: Social Science core elective 3
- FA elective: Fine Arts core elective 3

#### SECOND SEMESTER
- PHIL 205: History of Western Philosophy 3
- HIST 101: World Civilization I 3
- SCI elective: Natural Science core elective 3
- HUM elect: Humanities core elective 3
- SOSC elective: Social Science core elective 3

#### THIRD SEMESTER
- PHIL 211: Philosophy of Human Rights 3
- HIST 208: US History since 1877 3
- ENGL 217: Creative Nonfiction 3

#### FOURTH SEMESTER
- PHIL elective: Philosophy or Cognate elective 3
- HIST elective: History or Cognate elective 3

#### FIFTH SEMESTER
- PHIL elective: Philosophy or Cognate elective 3
- CJHS 343: Constitutional Law 3

#### SIXTH SEMESTER
- PHIL elective: Philosophy or Cognate elective 3
- LARTS electives: Liberal Arts electives 6

### General Concentration

15 credits of Philosophy courses (2 courses in ethics, 2 courses in critical thinking, and 1 Philosophy or cognate discipline elective)

15 credits of History courses (3 credits of American History courses, 2 credits of Global History courses, and 1 History or cognate discipline elective)

9 credits of Philosophy courses (1 course in ethics, 1 course in critical thinking, and 1 Philosophy or cognate discipline elective)

9 credits of Philosophy courses (1 course in ethics, 1 course in critical thinking, and 1 Philosophy or cognate discipline elective)

### Standard Track (9 Credits)

One 3-credit research class: HIST 292, HIST 399, or PHIL 399

One 3-credit advanced writing class: ENGL 202 or ENGL 217

One 3-credit computer skills class: CPSC 101 or ADSN 119A

### Law & Ethics Track (9 Credits)

One 3-credit speaking or communication class: MCOM 110, CJHS 350, ENGL 202, or ENGL 217

One 3-credit legal systems class: PSCI 233, PSCI 208, SOC 118, BLAW 251, or HLAD 331

One 3-credit American Government classes: PSCI 101 or CJHS 343
**Humanities Bachelor of Arts / Bachelor of Science Degree**

**EDUCATION TRACK (12 CREDITS)**

One 3-credit in Political Science class: PSCI 101, 203, 207, or 233
One 3-credit Economics class: ECON 201 or 202
SOSC 207

One 3-credit Psychology or Sociology class: PSYC 103, 201, or 202; SOC 101, 102, or 231

**GENERAL EDUCATION REQUIREMENTS**

**UNIVERSITY CORE (33 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>MATH core</td>
<td>Demonstrated Math Competency</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>First Year Seminar</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 electives</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Natural Science Core electives</td>
<td>6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core electives</td>
<td>6</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

**LIBERAL ARTS ELECTIVES (7 CREDITS)**

**Suggested Programs**

**GENERAL CONCENTRATION WITH A STANDARD TRACK**

**FIRST SEMESTER**

<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>PHIL 101</td>
<td>General Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core elective</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>HIST 102</td>
<td>World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>FA elective</td>
<td>Fine Arts core elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>HIST 207</td>
<td>US History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>HIST 208</td>
<td>US History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 201</td>
<td>Child Psychology</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>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201/202</td>
<td>Macro or Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 207</td>
<td>World Regional Geography</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>HIST 292</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LARTS electives</td>
<td>Liberal Arts electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**EIGHTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 233</td>
<td>Intro. to the US Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LARTS electives</td>
<td>Liberal Arts electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**PHILOSOPHY CONCENTRATION WITH A LAW & ETHICS TRACK**

**FIRST SEMESTER**

<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>PHIL 101</td>
<td>General Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts core elective</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>PHIL 205</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>PHIL 205</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>PHIL 211</td>
<td>Philosophy of Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>HIST 208</td>
<td>US History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 217</td>
<td>Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>PHIL elective</td>
<td>Philosophy or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 233</td>
<td>Intro. to the US Legal System</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>PHIL elective</td>
<td>Philosophy or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>GJS 343</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core elective</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**HISTORY CONCENTRATION WITH AN EDUCATION TRACK**

**FIRST SEMESTER**

<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>HIST 101</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>LARTS electives</td>
<td>Liberal Arts electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 207</td>
<td>US History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>General Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core 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>HIST 208</td>
<td>US History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core 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>PHIL elective</td>
<td>Philosophy or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 233</td>
<td>Intro. to the US Legal System</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>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 201</td>
<td>Child Psychology</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>HIST elective</td>
<td>History or Cognate elective</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>History of Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOSC elective</td>
<td>Social Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI elective</td>
<td>Natural Science core elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM elective</td>
<td>Humanities core elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Humanities Bachelor of Arts / Bachelor of Science Degree

SEVENTH SEMESTER

PHIL elective Philosophy or Cognate elective 3
LARTS electives Liberal Arts electives 6
Free electives 6

EIGHTH SEMESTER

HUM 397/398 Thesis or Internship 3
CAPS 390 Capstone Seminar 3
LARTS elective Liberal Arts elective 3
Free electives 6
Human Services  
Bachelor of Science Degree

Coordinator: Donna Phillips
Charles A. Dana Hall
Telephone: (203) 576-4171
Fax: (203) 576-4171
E-mail: dphil@bridgeport.edu

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

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 110</td>
</tr>
<tr>
<td>HUSV 201</td>
</tr>
<tr>
<td>HUSV 203</td>
</tr>
<tr>
<td>HUSV 205</td>
</tr>
<tr>
<td>HUSV 305</td>
</tr>
<tr>
<td>HUSV 301</td>
</tr>
<tr>
<td>HUSV 350</td>
</tr>
<tr>
<td>HUSV 333</td>
</tr>
<tr>
<td>HUSV 101</td>
</tr>
<tr>
<td>HUSV 302</td>
</tr>
<tr>
<td>PSYC 201</td>
</tr>
<tr>
<td>PHIL 203</td>
</tr>
<tr>
<td>or HUSV 320</td>
</tr>
<tr>
<td>HUSV 277</td>
</tr>
<tr>
<td>HUSV 312</td>
</tr>
<tr>
<td>NUTR 205</td>
</tr>
<tr>
<td>MCOM 110</td>
</tr>
</tbody>
</table>

PLUS ANY EIGHTEEN SEMESTER HOURS OF HUMAN SERVICES, PSYCHOLOGY OR RELATED FIELD 51

FREE ELECTIVES 11

GENERAL EDUCATION REQUIREMENTS

| ENGL C101  | Composition and Rhetoric 3 |
| HUM 301    | Humanities Core 6 |
| FA         | Fine Arts Core 3 |
| MATH C105  | Intermediate Algebra 3 |
| SCI        | Natural Sciences Core 6 |
| SOSC       | Social Sciences Core 6 |
| CAPS 390   | Capstone Seminar 3 |
| FYS 101    | First Year Seminar 3 |
|           | Liberal Arts Electives 7 |

Total Semester Hours 120

Suggested Program

FIRST SEMESTER

| ENGL C101  | Composition and Rhetoric 3 |
| HUSV 110  | Alcohol and Other Drugs in Society 3 |
| HUSV 201  | Introduction to Counseling 3 |
| FA        | Fine Arts Core 3 |
| MATH C105 | Intermediate Algebra 3 |
| FYS 101   | First Year Seminar 3 |

SECOND SEMESTER

| HUSV 203  | Introduction to Human Services 3 |
| MCOM 110  | Communications 3 |
| HUSV 101  | Introduction to Gerontology 3 |
| PHIL 203  | Ethics 3 |
| HUSV 205  | Counseling Special Populations 3 |

THIRD SEMESTER

| SCI       | Natural Sciences Core 3 |
| PSYC 201  | Human Growth and Development 3 |
| HUSV 277  | Practicum 3 |
| HUSV 302  | Elective 3 |
| HUSV 101  | Internship 3 |
| HUSV 301  | Crisis Management 3 |

FOURTH SEMESTER

| HUSV 302  | Multicultural Perspectives 3 |
| SOSC      | Social Sciences Core 3 |
| HUSV 110  | Alcohol and Drugs in Society 3 |
| HUSV 333  | Social Welfare Policy 3 |
| HUSV      | Elective 3 |

FIFTH SEMESTER

| HUM       | Humanities Core 3 |
| SCI       | Social Sciences Core 3 |
| HUSV 201  | Practicum 3 |
| NUTR 205  | Fundamentals of Nutrition 3 |
| HUSV      | Elective 3 |

SIXTH SEMESTER

| HUSV 350  | Human Service Seminar 3 |
| HUSV 312  | Internship 3 |
| HUSV      | Electives 6 |

SEVENTH SEMESTER

| CAPS 390  | Capstone Seminar 3 |
| HUSV      | Electives 6 |
|           | Free Electives 6 |

Total Semester Hours 120
Literature and Civilization  Bachelor of Arts Degree

Program Head: Edward Geist
Charles Dana Hall
Telephone: (203) 576-4956
Fax: (203) 576-4051
E-mail: edwegeist@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 on 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>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 305</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 117</td>
<td>Survey of Art History</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122*</td>
<td>Music in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>THA 103*</td>
<td>Introduction to Drama</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>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 300</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM 395</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>


GROUP III: AREAS OF CONCENTRATION

CREATIVE WRITING

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>Introduction to 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>
</tbody>
</table>


ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207 or 208</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209 or 210</td>
<td>Survey of British Literature</td>
<td>3</td>
</tr>
</tbody>
</table>


HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 207 or 208</td>
<td>Survey of American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 233</td>
<td>The Roots of Modern Culture</td>
<td>3</td>
</tr>
</tbody>
</table>


PHILOSOPHY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 203</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Philosophy of World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>


GROUP III: AREAS OF CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG 101</td>
<td>HIVES/ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>HUM 395</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 395</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Survey of British Literature</td>
<td>3</td>
</tr>
</tbody>
</table>


Electives and/or Minor

26-38

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>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>
<tr>
<td>SCI 390</td>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Survey of British Literature</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>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SCI 395</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HIST 207 or 208</td>
<td>Survey of American History</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Survey of British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric</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>Lang 101</td>
<td>HIVES/ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>HUM 395</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 395</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
## Literature and Civilization Bachelor of Arts Degree

### FOURTH SEMESTER
- **LANG 102** 3
- **HUM** Humanities Core 3
- **SOSC** Social Sciences Core 3
- **PHIL 205** Western Philosophy (Group I) 3
- **Elective** 3

### 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
Chair: Ryan McCulloch
Charles Dana Hall, Room 153
Telephone: (203) 576-4174
Fax: (203) 576-4051
E-mail: rmccullo@bridgeport.edu

Curriculum and Program Requirements
The Bachelor of Arts in Mathematics is a program in mathematics and its applications. It provides the student with the fundamentals of major areas of mathematics, as well as exposure to one or more cognate areas in which mathematics is applied. The program provides the background for further study of mathematics and cognate areas in which mathematics plays a key role. Employment opportunities have traditionally existed in industry, technology, and in financial, actuarial, and educational institutions.

A minimum cumulative GPA of 2.5 is required and a “C” or better is required in all math courses. The program requires 36 semester hours in mathematics and 12 semester hours in computer science, some of which can serve to satisfy general education requirements. The program also requires 6 credit hours of a single foreign language. Suggested electives include PHIL 104 (Logic and Scientific Method), HIST 232 (History of Science) and PHIL 213 (Philosophy of Science), all of which can serve to satisfy general education requirements.

The following year-by-year course displays are to be regarded as illustrative of a typical program leading to a Bachelor of Arts 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 Graduate Record Examination (GRE) and PRAXIS.

Summary of Requirements

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 110 Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 First Year Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 207 Principles of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 208 Principles of Physics II</td>
<td>4</td>
</tr>
<tr>
<td>HU Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>FA Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>SS Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>CAPS 390 Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110 Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112 Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 214 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215 Calculus and Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 227 Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 281 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 314 Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 319 Introduction to the Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323 Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 324 Probability and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 391 Modern Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 101 Introduction to Computing I</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 102 Introduction to Computing II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 209 Principles of Physics III</td>
<td>4</td>
</tr>
</tbody>
</table>

* Offered in alternate years.
** Six credit hours of a single language, requirement waived if student’s first language is other than English.

Suggested Program

FIRST YEAR

| ENGL 101 Composition & Rhetoric | 3 |
| MATH 110 Calculus I              | 4 |
| CPSC 101 Introduction to Computing I | 3 |
| FYS 101 First Year Seminar       | 3 |
| MATH 112 Calculus II             | 4 |
| PHYS 207 Principles of Physics I | 4 |
| CPSC 102 Introduction to Computing II | 3 |
| MCOM 110 Public Communication   | 3 |

SECOND YEAR

| MATH 214 Linear Algebra          | 3 |
| MATH 215 Calculus III            | 4 |
| PHYS 208 Principles of Physics II| 4 |
| FA Fine Arts Core                | 3 |
| Foreign Language II              | 3 |
| MATH 281 Diff. Equations         | 3 |
| MATH 227 Discrete Math           | 3 |

SS Social Sciences Core 3
PHYS 209 Principles of Physics III 4

THIRD YEAR

| MATH 314 Numerical Methods       | 3 |
| MATH 323 Probability & Statistics I | 3 |
| Free Electives                   | 6 |
| MATH 324 Probability & Statistics II | 3 |
| SS Social Sciences Core           | 3 |
| MATH 319 Number Theory           | 3 |
| HU Humanities Core                | 6 |
| Liberal Arts Elective             | 3 |

FOURTH YEAR

| MATH 391 Modern Algebra          | 3 |
| Liberal Arts Elective             | 3 |
| Free Electives                    | 21 |
| CAPS 390 Capstone Seminar         | 3 |

Total Semester Hours 120
Mathematics Bachelor of Science Degree

Chair: Ryan McCulloch
Charles Dana Hall, Room 153
Telephone: (203) 576-4174
Fax: (203) 576-4051
E-mail: rmccullo@bridgeport.edu

Curriculum and Program Requirements

The Bachelor of Science in Mathematics is a program in mathematics and its applications. It provides the student with the fundamentals of major areas of mathematics, as well as exposure to one or more cognate areas in which mathematics is applied. The program provides the background for further study of mathematics and cognate areas in which mathematics plays a key role. Employment opportunities have traditionally existed in industry, technology, and in financial, actuarial, and educational institutions.

A minimum cumulative GPA of 2.5 is required and a “C” or better is required in all math courses. The program requires 36 semester hours in mathematics and 12 semester hours in physics and 6 semester hours in computer science, some of which can serve to satisfy general education requirements. The program also requires 12 credit hours in a quantitative area of concentration. Choices for a concentration include courses from science, engineering, economics and finance, and the social sciences. Suggested electives include PHIL 104 (Logic and Scientific Method), HIST 232 (History of Science) and PHIL 213 (Philosophy of Science), all of which can serve to satisfy general education requirements.

MATHEMATICS MINOR

The minor in mathematics requires MATH 110, MATH 112, MATH 215 and at least two courses at the 200 level or higher, with the exception of MATH 203. Students must maintain a “C” or better in all math courses.

The following year-by-year course displays are to be regarded as illustrative of a typical program leading to the Bachelor of Science 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 Graduate Record Examination (GRE) and PRAXIS.

Summary of Requirements

GENERAL EDUCATION REQUIREMENTS

MCOM 110 Public Communication 3
ENGL 101 Composition & Rhetoric 3
PHYS 207 Principles of Physics I 4
PHYS 208 Principles of Physics II 4
HU  Humanities Core 6
FA  Fine Arts Core 3
SS  Social Sciences Core 6
C  Liberal Arts Electives 6
CPS 390 Capstone Seminar 3

PROGRAM REQUIREMENTS

MATH 110 Calculus and Analytic Geometry I 4
MATH 112 Calculus and Analytic Geometry II 4
MATH 214 Linear Algebra 3
MATH 215 Calculus and Analytic Geometry III 4
MATH 227 Discrete Structures 3
MATH 281 Differential Equations 3
MATH 314 Numerical Methods 3
MATH 319 Introduction to the Theory of Numbers* 3
MATH 323 Probability and Statistics I 3
MATH 324 Probability and Statistics II 3
MATH 391 Modern Algebra* 3
CPSC 101 Introduction to Computing I 3
CPSC 102 Introduction to Computing II 3
PHYS 209 Principles of Physics III 4

ELECTIVES (IN CONCENTRATION) _______12

FREE ELECTIVES _____________________ 21

Total Semester Hours _________________120

Suggested Program

FIRST YEAR

ENGL 101 Composition & Rhetoric 3
MATH 110 Calculus I 4
CPSC 101 Introduction to Computing I 3
FYS 101 First Year Seminar 3
MATH 112 Calculus II 4
PHYS 207 Principles of Physics I 4
CPSC 102 Introduction to Computing II 3
Free Elective 3
MCOM 110 Public Communication 3

SECOND YEAR

MATH 214 Linear Algebra 3
MATH 215 Calculus III 4
PHYS 208 Principles of Physics II 4
FA  Fine Arts Core 3
Elective in Concentration 3
MATH 281 Diff. Equations 3
MATH 227 Discrete Math 3
SS  Social Sciences Core 3
PHYS 209 Principles of Physics III 4

THIRD YEAR

MATH 314 Numerical Methods 3
MATH 323 Probability & Statistics I 3
Free Elective 3
Elective in Concentration 3
MATH 324 Probability & Statistics II 3
SS  Social Sciences Core 3
MATH 319 Number Theory 3
HU  Humanities Core 6
Liberal Arts Elective 3

FOURTH YEAR

MATH 391 Modern Algebra 3
Liberal Arts Elective 3
Electives in Concentration 6
Free Electives 15
CAPS 390 Capstone Seminar 3

Total Semester Hours  ________________120

* Offered in alternate years.
Medical Laboratory Science Bachelor of Science Degree

Program Director: Wayne Aguiar MS, MLS(ASCP)/SM
Dana Hall, Room 151
Telephone (203) 576-4268
Fax: (203) 576-4262
E-mail: waguia@bridgeport.edu

Clinical Director: Kathleen Engelmann, Ph.D., MLS (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, Rossmont, IL 60018-5119

Learning Outcomes

Upon successful completion of this program, students will:

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.

Be able to participate in the development and evaluation of test systems and interpretive algorithms, hold diverse.

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.

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.

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.

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 352, 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

MLSC 341 Immunology 4
MLSC 332 Medical Bacteriology 4
CHEM 380 Physiological Chemistry 4
MLSC 314 Intro to Immunohematology 2
MLSC 310 Intro to Hematology/Hemostasis 2
BIOL 345 Molecular Biology 3
MLSC 311 Intro to Clinical Chemistry 2
MLSC 317 Mycology/Parasite/Virology 4
MLSC 301 Phlebotomy/Safety 2
MLSC 350 Advanced Hematology 3
MLSC 355 Advanced Clinical Chemistry 2
MLSC 354 Advanced Immunohematology 2
## Medical Laboratory Science Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 Laboratory 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>

### SCIENCE FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>General Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 203/203B</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<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>CHEM 380</td>
<td>Physiologic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Genetics*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Recommended courses.

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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</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</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### FRESHMAN YEAR

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>BIO 102</td>
<td>General Bio 102</td>
<td>4</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 380SS</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 315</td>
<td>Fundamentals MLS</td>
<td>2</td>
</tr>
<tr>
<td>SS, Social Science, HU Humanities or Fine Arts Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 203/203B</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<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>Course Code</th>
<th>Course Title</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 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 310</td>
<td>Intro to Hematology/Hemostasis</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>3</td>
</tr>
<tr>
<td>MLSC 317</td>
<td>Mycology/Parasite/Virology</td>
<td>4</td>
</tr>
<tr>
<td>MLSC 320</td>
<td>Pre-clinical Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 314</td>
<td>Intro to Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### SENIOR YEAR (CLINICALS)

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 355</td>
<td>Advanced Clinical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 350</td>
<td>Advanced Hematology</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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 322</td>
<td>Clinical Seminar II Mgmt</td>
<td>1</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>1</td>
</tr>
<tr>
<td>MLSC 393</td>
<td>Clinical Research</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 386</td>
<td>Clinical Immunohemo Rotation</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 385</td>
<td>Clinical Microbiology Rotation</td>
<td>4</td>
</tr>
</tbody>
</table>

### Total Semester Hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>18</td>
</tr>
<tr>
<td>Sophomore</td>
<td>34-38</td>
</tr>
<tr>
<td>Junior</td>
<td>36</td>
</tr>
<tr>
<td>Senior</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>121-128</td>
</tr>
</tbody>
</table>
Music Bachelor of Music Degree

Chair: Frank Martignetti
Bernhard Center, Room 222
Telephone: (203) 576-4407
E-mail: fmartign@bridgeport.edu

Program Description
The Music & Performing Arts Program offers a 120-credit Bachelor of Music degree with concentrations in Music Education, Performance, and Business. Bachelor of Music candidates must complete the core curriculum, music core courses, and the appropriate coursework in the concentration to graduate. Learning Outcomes
By completing the Bachelor of Music degree, students will:
• Develop a strong foundation in the theory and history of music.
• Select one or more musical concentrations—performance, education, or business—and develop foundational skills in that area.
• Further develop their skills as a singer or instrumentalist.
• Possess sufficient musical acumen to make creative contributions to musical performances and ensembles.
• Further their ability to work in, learn from, and teach groups composed of learners from diverse backgrounds and with multiple skill levels.
• Be able to connect musical knowledge with the learning occurring in the general education component of the undergraduate curriculum.

JURIES
At the discretion of the applied music faculty, in consultation with the program director, music majors will take an examination in their major applied area before a music faculty jury during the final examination period of each semester.

MUSIC, BACHELOR OF MUSIC

Summary of Requirements

MUSIC CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 109</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
</tbody>
</table>

42 credits, as follows:

Music students must pursue the following concentrations:

Music Performance
(An audition is required for entrance into this major.)

The Music Performance concentration within the Bachelor of Music degree is designed to refine and develop skills essential to professional musicians. It allows students to deepen their skills as a solo and ensemble performer working in one or more genres. Extensive experience performing collaboratively in ensembles and as a soloist are central to this concentration. Students study a major instrument, including bass, bassoon, clarinet, drum set, flute, guitar, harpsichord, horn, oboe, percussion, piano, saxophone, sitar, tabla, trumpet, trombone, tuba, violin, viola, violoncello, or voice.

38 credits, drawn by advisement from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 115</td>
<td>Stagecraft I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 256</td>
<td>Fundamentals of Piano</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 414</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 395</td>
<td>Senior Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Appropriate coursework in music, music education, or theater as advised. Enrollment in at least one ensemble is normally required each semester of residence. Enrollment in applied music study is normally required each semester of residence. Director may determine that proficiency is established and may waive requirements.

Music Education
(An audition is recommended, but not required, for this major.)

The Music Education concentration within the Bachelor of Music degree is designed to provide foundational training and experiences for prospective music teachers, and prepare them to begin graduate studies leading to certification as a public school music educator. The Music Program and the University’s School of Education offer a master’s degree (M.S.) which leads to initial teaching certification in music. The B.M. in Music Education is designed to work in conjunction with this graduate program.

38 credits, drawn by advisement from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 240</td>
<td>Field Experience in Music Ed.</td>
<td>1</td>
</tr>
<tr>
<td>MSED 320-326</td>
<td>Secondary Instrument Skills</td>
<td>3</td>
</tr>
<tr>
<td>MSED 311</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 208A-B</td>
<td>Jazz Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 256</td>
<td>Fundamentals of Piano II</td>
<td>3</td>
</tr>
<tr>
<td>THA 115</td>
<td>Stagecraft I</td>
<td>3</td>
</tr>
</tbody>
</table>

Appropriate coursework in music, music education, theater, or psychology as advised. Enrollment in at least one ensemble is normally required each semester of residence, including experience in choral and instrumental ensembles. Enrollment in applied music study is normally required each semester of residence. Director may determine that proficiency.

Music Business
(An audition is not required for this major.)

The Music Business concentration is a combination of professional music study and courses tailored by advisement to the student’s strengths, interests, and career plans. Due to the great diversity found within the music industry, exact coursework will differ. Some coursework may be taken in UB’s Ernest C. Trefz School of Business, Shintaro Akatsu School of Design, or School of Engi-
Engineering, as well as the Mass Communication program. This concentration is designed to help musicians become entrepreneurial.

38 credits, drawn by advisement from the following:

| THA 115 | Stagecraft I | 3 |
| MUSC 256 | Fundamentals of Piano | 3 |
| MUSC 414 | The Business of Music | 3 |
| MUSC 398 | Internship | 1 |

Appropriate coursework in music, music education, theater, mass communication, business, or other, as advised. The program maintains an updated list of recommended courses in other programs and schools. Many Music Business students complete the certificate in entrepreneurship in the Trefz School of Business. Enrollment in at least one ensemble is normally required each semester of residence. Enrollment in applied music study is normally required each semester of residence. Director may determine that proficiency is established and may waive requirements.

**Theatre Arts (Minor)**

*Program Director: Frank Martignetti*

Bernhard Center, Room 222
Telephone: (203) 576-4407
E-mail: fmartign@bridgeport.edu

**Curriculum and Program Requirements**

The Music & Performing Arts Program offers a minor in theatre. Students wishing to minor in theatre must complete at least 18 credits drawn from THA, MUSC, MSED and ENGL courses, as approved by a departmental advisor. The program encourages students to take at least one course in each of the following four areas:

- Acting, scene study, movement, and voice (THA 107, 108, 133, 135, 233; APM 100)
- Dramatic literature (THA 299, various ENGL courses)
- Stagecraft and theater technology (THA 115, 120)
- Participation in a mainstage production (THA 215)
Performing Arts Bachelor of Arts Degree

Chair: Frank Martignetti
Bernhard Center, Room 222
Telephone: (203) 576-4407
E-mail: fmartign@bridgeport.edu

Curriculum and Program Requirements

The Music & Performing Arts Department offers the Bachelor of Arts degree in Performing Arts with concentrations in Music and Theater. Bachelor of Arts candidates must complete the core curriculum and the appropriate coursework in the major to graduate. The department chair may determine that proficiency is established and may waive requirements; however, 120 credits are required to earn a Bachelor's degree. Students study a combination of theater and music, and may wish to take relevant coursework drawn from our English and Mass Communication programs, as well as the Trefz School of Business and other areas as appropriate. This liberal arts degree includes coursework in acting, technical theater, dramatic literature, movement, applied music (vocal or instrumental study, as appropriate), music theory and history, and relevant technological and entrepreneurial skills. Students must elect a concentration in theater or music. The program seeks to produce broadly educated graduates with substantial knowledge of, and skills in, one or more aspects of the performing arts.

Music Concentration

The Music concentration within the Bachelor of Arts degree in Performing Arts is designed to allow interested students to engage in collegiate music study in a liberal arts context, laying the foundation for graduate study or internships and entry-level jobs in the field.

Theater Concentration

The Theater concentration within the Bachelor of Arts degree in Performing Arts is designed to allow interested students to study theater at the collegiate level in a liberal arts context, laying the foundation for graduate study or internships and entry-level jobs in the field.

Learning Outcomes

By completing the Bachelor of Arts degree in Performing Arts, Music concentration, students will:

- Develop a foundation in the theory and history of music.
- Further develop their skills as a singer or instrumentalist.
- Possess sufficient musical acumen to make meaningful contributions to musical performances and ensembles.
- Gain an understanding of theater as an important part of human culture.
- Cultivate flexibility, versatility, and entrepreneurship, as appropriate to personal and career goals.
- Further their ability to work in, learn from, and teach groups composed of learners from diverse backgrounds and with multiple skill levels.
- Be able to connect musical knowledge with the learning occurring in other areas, including the general education component of the undergraduate curriculum.

By completing the Bachelor of Arts degree in Performing Arts, Theater concentration, students will:

- Develop their theatrical skills, focusing on acting and/or technical theater.
- Acquire or deepen their understanding of theater as an important part of human culture.
- Participate meaningfully in at least one University mainstage theatrical production.
- Cultivate flexibility, versatility, and entrepreneurship, as appropriate to personal and career goals.
- Further their ability to work in, learn from, and teach groups composed of learners from diverse backgrounds and with multiple skill levels.
- Be able to connect theatrical knowledge with the learning occurring in other areas, including the general education component of the undergraduate curriculum.

Summary of Requirements

GENERAL EDUCATION REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102/3</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>6</td>
</tr>
</tbody>
</table>

MAJOR AND INDIVIDUAL CONCENTRATION

REQUIREMENTS

MUSIC CONCENTRATION:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 109A</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 110A</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 110A</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 215</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 215A</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 216</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 216A</td>
<td>3</td>
</tr>
<tr>
<td>MUS 103</td>
<td>3</td>
</tr>
<tr>
<td>MUS 115 or 133</td>
<td>3</td>
</tr>
<tr>
<td>APM 100</td>
<td>3</td>
</tr>
</tbody>
</table>

Nine credits in music history and literature.
Two credits in piano and two in music technology.
Three credits in ensembles.

THEATER CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 133</td>
<td>3</td>
</tr>
<tr>
<td>THA 135</td>
<td>3</td>
</tr>
<tr>
<td>THA 107</td>
<td>3</td>
</tr>
<tr>
<td>THA 115</td>
<td>3</td>
</tr>
<tr>
<td>THA 120</td>
<td>3</td>
</tr>
<tr>
<td>THA 215</td>
<td>3</td>
</tr>
<tr>
<td>THA 221</td>
<td>3</td>
</tr>
<tr>
<td>THA 233 or 234</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

Two more 200-level courses in Theater.
One course in music theory.
At least two credits in piano.

E-mail: fmartign@bridgeport.edu

Chair: Frank Martignetti
Bernhard Center, Room 222
Telephone: (203) 576-4407
E-mail: fmartign@bridgeport.edu
# Psychology Bachelor of Science Degree

**Program Director:** Oberleitner, David  
Bates Hall 204  
Telephone: (203) 576-4158  
E-mail: doberlei@bridgeport.edu

## Program Description

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 thirteen psychology courses (39 semester hours), including Introduction to Psychology (103), Child Psychology (201), Abnormal Psychology (230), Social Psychology (240), Personality Psychology (303), Cognitive Psychology (307), Research Methods (321), Statistical Methods in Psychology (385) and five other elective psychology courses (fifteen semester hours total of psychology electives). A total of 120 credits are required for graduation. Students wishing to obtain a minor in Psychology must take Introduction to Psychology plus any five additional psychology courses (18 semester hours total including PSYC 103).

## Learning Outcomes

By completing the B.S. in Psychology program, students will: 1) have learned the prehistory 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 perspectives such as: Psychoanalytic/Psycho-dynamic, Behaviorist, Humanistic, Biological, and Socio-Cultural; 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>PSYC 103 Introduction to Psychology 3</th>
<th>PSYC 201 Child Psychology 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 230 Abnormal Psychology 3</td>
<td>PSYC 240 Social Psychology 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 230 Social Psychology 3</td>
<td>PSYC 303 Personality Psychology 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 307 Cognitive Psychology 3</td>
<td>PSYC 321 Research Methods 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 385 Statistical Methods in Psychology 3</td>
<td>Psychology Electives 15</td>
</tr>
<tr>
<td></td>
<td>PSYC 385 Statistical Methods in Psychology 3</td>
<td>Psychology Electives 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits of Psychology Coursework 39</td>
<td></td>
</tr>
<tr>
<td>FREE ELECTIVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERAL EDUCATION REQUIREMENTS</td>
<td>FY5 101 First Year Seminar 3</td>
<td>ENGL 101 Composition &amp; Rhetoric 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH Math Core + Math 103p 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HUM Humanities Core 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS Social Science Core 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NS Natural Science Core 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA Fine Arts Core 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAPS 390 Capstone Seminar 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liberal Arts Electives 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Hours 120</td>
<td></td>
</tr>
</tbody>
</table>

## Suggested Program

### FIRST SEMESTER

- ENGL 101 Composition & Rhetoric 3  
- MATH Math Core + Math 103p 4  
- PSYC 103 Introduction to Psychology 3  
- Free Elective 2 or 3

### SECOND SEMESTER

- ENGL 101 Composition & Rhetoric 3  
- MATH Math Core + Math 103p 4  
- PSYC 201 Child Psychology 3  
- PSYC Psychology Elective 3  
- MATH Math Core + Math 103p 4  
- Free Elective 2 or 3

### THIRD SEMESTER

- PSYC 230 Abnormal Psychology 3  
- PSYC 385 Statistical Methods in Psychology 3  
- Free Elective 6

### FOURTH SEMESTER

- PSYC 240 Social Psychology 3  
- PSYC 321 Research Methods 3  
- SCI Natural Science Core 3  
- Free Elective 3

### FIFTH SEMESTER

- PSYC 303 Personality Psychology 3  
- PSYC Psychology Elective 3  
- SCI Natural Science Core 3  
- Free Elective 3

### SIXTH SEMESTER

- PSYC 307 Cognitive Psychology 3  
- Free Elective 9

### SEVENTH SEMESTER

- PSYC 321 Research Methods 3  
- PSYC 303 Personality Psychology 3  
- PSYC 307 Cognitive Psychology 3  
- PSYC 321 Research Methods 3  
- PSYC 385 Statistical Methods in Psychology 3  
- Psychology Electives 15  
- Free Elective 3

### EIGHTH SEMESTER

- CAPS 390 Capstone Seminar 3  
- PSYC Psychology Elective 3  
- Free Elective 6
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 14 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 ELI curriculum 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 an 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, and writing, as well as in effective 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 expenses.

ELI students should plan on spending about $300-$400 per 14-week session to cover miscellaneous personal expenses such as recreational travel, local transportation, books, laundry, clothing, etc.

Application Forms and Additional Information
Prospective students may obtain application forms, student housing applications, credit card charge forms, insurance information, etc. at ELI’s Internet site, by email, or by calling or faxing ELI.

English Language Institute (ELI)

Director: Anastasia N. Sorokina, PhD
English Language Institute
Carlson Hall
303 University Avenue
Telephone: (203) 576-4860
Fax: (203) 576-4861
E-mail: esl@bridgeport.edu
sorokina@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 Thursday. 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 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 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
Pre-Professional Programs for Chiropractic

The University of Bridgeport offers a pre-professional program for students preparing for Chiropractic School, 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 School 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 School 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 3.00 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 School 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
   - Electives (Social Science/Humanities)
     9 semester hours
   - Biology
     8 semester hours
   - General Chemistry
     8 semester hours
   - Organic Chemistry
     8 semester hours
   - General Physics
     8 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 school, but does not earn a bachelor’s degree.

COMBINED BACCALAUREATE / DOCTOR OF CHIROPRACTIC OPTION

The University of Bridgeport School of Arts and Sciences and School 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 School of Chiropractic described above may be granted admission to the School of Chiropractic.

Upon acceptance and entrance into the School of Chiropractic, the student may transfer up to 30 semester hours of basic science coursework in the School 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 School 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 Name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 511</td>
<td>Cell Tissue Microscopic</td>
<td>3</td>
</tr>
<tr>
<td>AN 512</td>
<td>Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>AN 513</td>
<td>Functional Anatomy &amp; Biomechanics I:</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Spine</td>
<td></td>
</tr>
<tr>
<td>BC 511</td>
<td>Biochemistry, Metabolism &amp; Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>AN 514</td>
<td>General Anatomy I: Viscera</td>
<td>4.5</td>
</tr>
<tr>
<td>MB 521</td>
<td>Microbiology I</td>
<td>1</td>
</tr>
<tr>
<td>PH 521</td>
<td>Physiology I</td>
<td>2</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>MB 623</td>
<td>Functional Anatomy &amp; Biomechanics II:</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Extremities</td>
<td></td>
</tr>
<tr>
<td>NS 612</td>
<td>Neuroscience II</td>
<td>3</td>
</tr>
<tr>
<td>PH 612</td>
<td>Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MB 623</td>
<td>Microbiology II</td>
<td>2</td>
</tr>
</tbody>
</table>

Upon satisfactory completion of all requirements for the baccalaureate degree, including the required 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 the School of Chiropractic are fulfilled. This is especially important in earning the first 90 credits towards the degree before entering Chiropractic School.

To be accepted for the Doctor of Chiropractic degree program, the student must:

- maintain a minimum grade point average of 3.00 with a minimum grade of “C” in all undergraduate courses required by the University of Bridgeport School of Chiropractic.
Pre-Professional Programs for Chiropractic

• schedule a meeting with the Director of Admissions of the University of Bridgeport School of Chiropractic immediately upon matriculation at the University of Bridgeport, indicating intent to continue into the Doctor of Chiropractic program upon completion of prerequisite undergraduate study. Pre-chiropractic advisement will be coordinated with the student’s undergraduate advisor;

• submit an application for admission to the Director of Admissions of the University of Bridgeport School of Chiropractic prior to registering for the fifth semester of pre-chiropractic study at the University of Bridgeport;

• successfully complete a personal interview with members of the Admissions Committee of the University of Bridgeport School of Chiropractic during the final semester of pre-chiropractic study.

COMPLETE BACCALAUREATE FOLLOWED BY DOCTOR OF CHIROPRACTIC OPTION

Under this option, the student completes the baccalaureate degree, making sure all entrance requirements for Chiropractic School are satisfied. The student then, if accepted, enters Chiropractic School.

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
Biology Master of Arts/Master of 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, Bio-medical 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 non-scientist positions related to biology, in fields like sales, marketing, publishing, and research management. Some examples of non-scientist 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.
- Two letters of recommendation
- For M.A. students: If students decide to complete the internship, they will be required to submit a letter of sponsorship from a suitable internship site after enrolling in the graduate Biology program.

In addition, the candidate must have the following pre-requisites:

- At least one course (minimum of 3 credits) with a grade of C or better in each of the following areas: math, organic chemistry, physics, genetics, and cell & molecular biology. All prerequisites with the exception of genetics must include a lab. The courses must be designated as appropriate for biology majors. Students will not be admitted to the program with more than 9 credits of deficiency. Credits from courses addressing deficiency do not count toward the M.S./MA degree.

- Deficiencies must be remediated in the first 12 credits of the program either at UB or, with prior permission from the program chair, from elsewhere.

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:
Biology Master of Arts/Master of Science

- Formulate scientific hypotheses, design and execute experiments
- Collect, analyze and interpret experimental data
- 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 445</td>
<td>Advanced Methods in Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 470</td>
<td>Research Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Bio 490</td>
<td>Departmental Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Bio 498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Bio 499</td>
<td>Master’s Research a</td>
<td>6</td>
</tr>
<tr>
<td>Math 423B</td>
<td>Biostatistical Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

MOLECULAR BIOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 404</td>
<td>Tissue Culture</td>
<td>3</td>
</tr>
<tr>
<td>Bio 407</td>
<td>Microbial Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bio 421</td>
<td>Advanced Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 479</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
</tbody>
</table>

BIOMEDICAL SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 418</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>Bio 441</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 446</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 491</td>
<td>Gut Microbiota in Health and Disease</td>
<td>3</td>
</tr>
</tbody>
</table>

ECOLOGY AND EVOLUTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 402</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bio 423</td>
<td>Advanced Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 424</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 479</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 401</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 441</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 444</td>
<td>General Toxicology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 480</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>Bio 493</td>
<td>Bioelectric Phenomena</td>
<td>1</td>
</tr>
<tr>
<td>Bio 497</td>
<td>Selected Topics in Integrated Health and Healing</td>
<td>1</td>
</tr>
<tr>
<td>Bio 500</td>
<td>Maintaining Matriculation</td>
<td>0</td>
</tr>
</tbody>
</table>

* for M.A., b for M.S.
Counseling Master of Science Degree

**Director:** Jessica Nelson  
302 Bates Hall  
Telephone: (203) 576-3860  
Email: jesnelso@bridgeport.edu

**Secretary:** Kisha Walker  
Bates Hall  
Telephone: (203) 576-4585  
Email: kiswalke@bridgeport.edu

**Faculty:** A. Buller L. Leedom, J. Nelson, S. Wright

**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 earned a B or better in 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**

Bachelor's 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  
- 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

Applicants who meet the minimum requirements will be invited for a personal interview.

**DEADLINES**

Completed application and all supporting documents must be received by:  
- May 1 for priority consideration, July 1 (final deadline) for the fall semester  
- October 1 for priority consideration, December 1 (final deadline) for the spring semester

It is highly recommended that you meet our priority deadline as program space is limited.

In addition to the general admissions requirements listed above, candidates in the Clinical Mental Health Counseling Concentration must demonstrate sustained experience in the field of Counseling. 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 may be required to take additional psychology-related coursework as part of their degree program.

**Professional Licensure**

Students interested in licensure should consult the state in which they wish to practice for specific requirements. The State of Connecticut requires a 60 credit master's 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 Counseling Program offers a specialized program of study leading to a Certificate of Advanced Study (CAS) in Clinical Mental Health Counseling. The requirements 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. Ac-
Demonstrate knowledge, awareness and counselor behaviors and professional associations
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
Graduates in College Student Personnel will:
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

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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun 505</td>
<td>Helping Relationships</td>
<td>4</td>
</tr>
<tr>
<td>Coun 512</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Coun 515</td>
<td>Clinical Skills for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>Coun 535</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Coun 540</td>
<td>Group Process Application &amp; Theory</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 &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Coun 568</td>
<td>Counselor as Professional</td>
<td>3</td>
</tr>
<tr>
<td>Coun 570</td>
<td>Strategies &amp; Techniques of Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Coun 582</td>
<td>Appraisal Processes for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>Coun 585</td>
<td>Trauma &amp; Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Coun 587</td>
<td>Topics in Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Coun 595</td>
<td>Addiction &amp; Treatment</td>
<td>3</td>
</tr>
<tr>
<td>Coun 600</td>
<td>Clinical Mental Health Counseling</td>
<td>6</td>
</tr>
<tr>
<td>Coun 605</td>
<td>Clinical Mental Health Counseling Internship 1 (300 hours required)</td>
<td>6</td>
</tr>
<tr>
<td>Coun 610</td>
<td>Career &amp; Lifestyle Development</td>
<td>3</td>
</tr>
<tr>
<td>Practicum (100 hours required)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

60

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 administra-
tion of higher education, and college student
development.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</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>Theories of Counseling</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 &amp; 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>Internship in College Student Personnel 1</td>
<td>3</td>
</tr>
<tr>
<td>Coun 606</td>
<td>Internship in College Student Personnel 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 and Legal Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cumulative Exam</td>
<td>0</td>
</tr>
</tbody>
</table>
COLLEGE OF ARTS AND SCIENCES

School of Public and International Affairs Programs
Criminal Justice and Human Security  
*Bachelor of Arts Degree*

**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, Korean, Japanese, Russian, French or Spanish.

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.

Internships with law enforcement agencies are also available.

### Learning Outcomes

The B.A. in Criminal Justice & Human Security have the following learning outcomes:

- 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.
- Students will be able to identify the essential elements of criminal justice.
- Students will be able to articulate the importance of Human Security and explore its impact on domestic and international security.
- Students will demonstrate the language skills and intercultural understanding required for effective law enforcement in today's globalized society.
- 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.

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.

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>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJHS/SOC 118</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 218</td>
<td>Human Security</td>
<td>3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 300</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 395</td>
<td>Senior Thesis*</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 398</td>
<td>Internship*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 18

One of the three concentrations is required, plus an additional course from each of the other two concentrations.

#### HUMAN SECURITY CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 204</td>
<td>Government and Politics Abroad</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 209</td>
<td>UN Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 207</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>CJHS/PSCI 215</td>
<td>International Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 371</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Globalization</td>
<td>3</td>
</tr>
<tr>
<td>WREL 375</td>
<td>Religion and Genocide</td>
<td>3</td>
</tr>
</tbody>
</table>

(Other courses with Chair approval)

#### COMPARATIVE JUSTICE CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 205</td>
<td>Law and Economics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 233</td>
<td>Intro to US Legal System</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 343</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CJHS/PSCI 350</td>
<td>Legal Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 372</td>
<td>Transnational Crime</td>
<td>3</td>
</tr>
</tbody>
</table>

(Other courses with Chair approval)

#### CRIMINOLOGY CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 270</td>
<td>Sociology of Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Race, Class and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Globalization</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 271</td>
<td>Law Enforcement and Society</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 312</td>
<td>Victimology</td>
<td>3</td>
</tr>
</tbody>
</table>

(Other courses with Chair approval)

* 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 Director of School of Public and International Affairs.

#### MINOR IN CRIMINAL JUSTICE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJHS/SOC 118</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 218</td>
<td>Human Security</td>
<td>3</td>
</tr>
<tr>
<td>Four additional CJHS courses</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Total:** 18

#### CONCENTRATION ON PRE-LAW

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJHS/SOC 118</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 233</td>
<td>Intro to US Legal System</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 343</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CJHS 398</td>
<td>Law Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15

---

88
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: chunjuanwei@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</th>
<th>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>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or PISE 201</td>
<td>Economics and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or PISE 202</td>
<td>Intro to Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206</td>
<td>Pol. Eco. of North/South Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 312</td>
<td>Diplomacy &amp; Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

TWO OF THE FOLLOWING

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>or PISE 345</td>
<td>Political Economy of EU</td>
<td>3</td>
</tr>
<tr>
<td>or PISE 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 349</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</th>
<th>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>PSCI 305</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 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 PISE 209</td>
<td>Intro to United Nations Studies</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</th>
<th>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 PISE 209</td>
<td>Intro to United Nations Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 207</td>
<td>World Regional Geography</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>

PEACE AND DEVELOPMENT STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPED 391</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
</tbody>
</table>

PLUS ANY FOUR OF THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPED 392</td>
<td>Geopolitics of Oil</td>
<td>3</td>
</tr>
<tr>
<td>IPED/PSCI 321</td>
<td>Political Economy of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>WREL 275</td>
<td>Religion, Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>WREL 278</td>
<td>Religion, Peace, and War</td>
<td>3</td>
</tr>
<tr>
<td>WREL 205</td>
<td>Comparative Religious Ethics</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>

AMERICAS STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 101</td>
<td>American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

PLUS ANY FOUR OF THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLDP 411</td>
<td>Issues in Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 203</td>
<td>U.S. Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 290</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>IPED 340</td>
<td>Political Economy of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>IPED 392</td>
<td>Geopolitics of Oil</td>
<td>3</td>
</tr>
<tr>
<td>IPED 390</td>
<td>Multinational Corporations in IPE</td>
<td>3</td>
</tr>
</tbody>
</table>

MIDDLE EAST STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>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>

PLUS ANY FOUR OF THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 203</td>
<td>U.S. Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>IPED 392</td>
<td>Geopolitics of Oil</td>
<td>3</td>
</tr>
<tr>
<td>WREL 203</td>
<td>Introduction to Religions of Middle Eastern Origin</td>
<td>3</td>
</tr>
<tr>
<td>WREL 209</td>
<td>Islam</td>
<td>3</td>
</tr>
<tr>
<td>WREL 275</td>
<td>Religion, Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 290</td>
<td>Intercultural Communication</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>Units</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>
</tbody>
</table>

### Liberal Arts Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

**TOTAL** 120

### Suggested Program

#### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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>WREL 101</td>
<td>Intro to World Religions</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</th>
<th>Title</th>
<th>Units</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>Units</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>Units</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>Units</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>Units</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>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTST C101</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>Units</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.*
The Martial Arts Studies program is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.
Mass Communication Bachelor of Arts Degree

Program Description
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.

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; 8) demonstrate an understanding of the history, development, and practice of the print media, electronic media, and the new media.

* Note that for all School of Public and International Affairs majors, a portfolio is collected to track progress in programmatic outcomes.

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:

a. be of junior standing
b. have completed at least 18 hours of coursework in mass communication

** Mass Communication Core **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 110</td>
<td>Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 111</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 211</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 395</td>
<td>Senior Seminar in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (36 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Concentrations

**Choice of 15 Semester Hours in One of the Concentrations Listed Below**

Advertising

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 220</td>
<td>Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (3 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Take Four Courses from the Following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 323</td>
<td>Advertising Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 330</td>
<td>Advertising Media Planning</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 339</td>
<td>Advertising and PR Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 201</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 270</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 357</td>
<td>Portfolio Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (15 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**International Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 290</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (3 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Plus Any Four of the Following Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 294</td>
<td>Business and Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 206</td>
<td>Pol. Eco. of North/South Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 204</td>
<td>Government and Politics Abroad</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 305</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PSCI 207</td>
<td>World Politics</td>
<td></td>
</tr>
<tr>
<td>or PSCI 312</td>
<td>Diplomacy &amp; Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>or PSCI 209</td>
<td>Intro to United Nations Studies</td>
<td></td>
</tr>
<tr>
<td>WREL 275</td>
<td>Religion, Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>WREL 395</td>
<td>Comparative Religious Ethics</td>
<td>3</td>
</tr>
<tr>
<td>WREL 374</td>
<td>Religion and Politics in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>WREL 348</td>
<td>Religion and Society</td>
<td>3</td>
</tr>
<tr>
<td>WREL 288</td>
<td>Internet Religion</td>
<td>3</td>
</tr>
<tr>
<td>WREL 305</td>
<td>Comparative Religious Ethics</td>
<td>3</td>
</tr>
<tr>
<td>WREL 348</td>
<td>Religion and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total (15 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Fashion Journalism

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 247</td>
<td>Fashion Journalism</td>
<td>3</td>
</tr>
<tr>
<td>FM 101</td>
<td>Fashion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 392</td>
<td>Fashion Journalism Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (2 Semester Hours)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Take Two Courses from the Following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 240</td>
<td>News Reporting &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 284</td>
<td>Business and Prof Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

92
Mass Communication  Bachelor of Arts Degree

MCOM 341  Magazine and Feature Writing  3
MCOM 345  Newspaper Editing & Production  3
MCOM 390  Media Law and Ethics  3

15

JOURNALISM
MCOM 240  News Reporting  3
MCOM 341  Magazine and Feature Writing  3
MCOM 345  Newspaper Editing and Production  3
MCOM 360  Broadcast Journalism  3
MCOM 390  Media Law and Ethics  3

15

PUBLIC RELATIONS
MCOM 270  Public Relations  3

TAKE FOUR COURSE FROM THE FOLLOWING:
MCOM 201  Persuasive Communication  3
MCOM 346  Media Management  3
MCOM 384  Organizational Communication  3
MCOM 339  Advertising and PR Campaigns  3
MCOM 370  Publicity Methods  3

15

SPORTS JOURNALISM
MCOM 251  Sports Journalism  3
MCOM 398  Sports Journalism Internship  3

TAKE THREE COURSE FROM THE FOLLOWING:
MCOM 240  News Reporting & Writing  3
MCOM 255  Sports Business and Marketing  3
MCOM 360  Broadcast Journalism  3
MCOM 341  Magazine and Feature Writing  3
MCOM 354  Media, Sports, & Society  3
PSYC 355  Sports Psychology  3
MCOM 390  Media Law and Ethics  3

15

MASS COMMUNICATION ELECTIVES  12
FREE ELECTIVES*  33
FOREIGN LANGUAGE  6

GENERAL EDUCATION REQUIREMENTS
ENGL C101  Composition and Rhetoric  3
MATH  Math Core  3
HUM  Humanities Core  6
SOSC  Social Science Core  6
FA  Fine Arts Core  3
SCI  Natural Science Core  6
FYS 101  First Year Seminar  3
CAPS C390  Capstone Seminar  3
Liberal Arts Electives  7

TOTAL SEMESTER HOURS  120

Suggested Program
(Advertising)

FIRST SEMESTER
FYS C101  First Year Seminar  3
ENGL C101  Composition and Rhetoric  3
HUM  Humanities  3
MCOM 110  Public Communication  3
Foreign Language 101  3

SECOND SEMESTER
MATH  Math Core  3
HUM  Humanities Core  3
MCOM 111  Introduction to Mass Communication  3
Foreign Language 102  3
Elective  3

THIRD SEMESTER
SOSC  Social Science  3
FA  Fine Arts Core  3
MCOM 211  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
or MCOM 370  Publicity Methods  3
Mass Communication Elective  3
Elective  6

FIFTH SEMESTER
SCI  Natural Science Core  3
MCOM 330  Advertising Media Planning  3
Mass Communication Elective  3
Elective  3
Liberal Arts Elective  3

SIXTH SEMESTER
SCI  Natural Science Core  3
MCOM  Advertising and PR Campaigns  3
Mass Communication Elective  3
Elective  3
Liberal Arts Elective  3

SEVENTH SEMESTER
CAPS C390  Capstone Seminar  3
or MCOM 395  Senior Seminar in Mass Communication  3
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.
Political Science Bachelor of Arts/Bachelor of Science Degree

Chair: Linda Hasunuma
Carlson Hall, Room 221
Telephone: (203) 576-4209
Fax: (203) 576-4967
E-mail: lhasunum@bridgeport.edu

Curriculum and Program Requirements

The Political Science B.A./B.S. prepares students for careers and advanced studies in government, law, international affairs, public policy and administration, higher education, the media, and other professions that require an understanding of how governments work and interact with one another. Our majors explore questions about power, leadership, citizenship, and justice; and how all this impacts communities at the local, national, and global levels.

After taking Political Science 103, which introduces students to the field and methods of the discipline, students take a course in each of the following subfields of political science: American Politics, Comparative Politics, International Relations, and Political Theory. Upon completion of these core courses, students can individually tailor and specialize their training by focusing on a particular subfield and developing an independent research project, placement in an internship or volunteer experience relevant to their specialization (law firm or government agency, for example), and develop greater intercultural understanding and cultural competency through study abroad.

The skills and training our majors acquire prepare them for a wide range of careers. Our graduates accept positions with governments, international and non-governmental organizations, think tanks, international finance groups, multinational corporations, and law firms. Many pursue further study in fields such as law and public and international affairs at highly competitive universities. Others take on leadership and service roles in government and the non-profit sector to better their local communities.

Learning Outcomes

The B.A. and B.S. in Political Science have the following learning outcomes:

The Political Science major targets the development of key skills required not only for success in the major and throughout a student’s academic career, but in their professional development and career:

- clear and effective oral and written communication, including effective presentation skills and the ability to write in multiple formats;
- critical thinking and analysis, including information literacy and the ability to critically evaluate evidence, data, news coverage, and sources;
- the ability to initiate, develop, and conduct independent research;
- active, creative, and innovative problem solving through group work and applications of technology;
- practical work experience and opportunities to build professional networks; and
- cultural competency through language training, study abroad, and courses that promote greater intercultural understanding for an increasingly diverse, international, and multicultural workplace.

Our majors have the opportunity to take classes across multiple disciplines in an invigorating, diverse, and multicultural learning community. We also offer a unique course in which students can learn about American and local state and city politics with classes co-taught with elected officials and community leaders. Our program also hopes to foster responsible citizenship and leadership locally, nationally, and internationally.

The Political Science B.A./B.S. requires 39 semester credit hours including 21 credit hours in the program core, 18 credit hours of Political Science electives, and 18 credit hours in one of the following minors: International Political Economy and Diplomacy, Mass Communication, or Criminal Justice. Students who do not want to take all of three minors may take an additional 18 credit hours of Political Science electives. The B.A. requires students to show modern language competency in either Arabic, Chinese, French, Japanese, Korean, Russian, 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)

Requirements

Total Required Courses: 7

Total Program Electives: 6

Core Requirements (21 Credits)

- PSCI 103 Introduction to Political Science 3
- PSCI 101 American Politics 3
- PSCI 204 Comparative Politics 3
- PSCI 207 International Politics 3
- PSCI 323 Political Theory 3
- SOSC 300 Social Science Research Methods 3
- PSCI 398 Internship 3

FOREIGN LANGUAGE REQUIREMENT (12 Credits)

B.A. Political Science majors are required to demonstrate proficiency in a foreign language through an examination or the completion of a fourth-semester foreign language class. For students in the B.S. Political Science program, a demonstrated proficiency in a foreign language through an examination or the completion of a fourth-semester foreign language class is recommended. B.S. students who do not meet the foreign language requirement through examination or coursework will complete an additional 12 credits of liberal arts electives with the approval of the program chair.

Minor in International Political Economy and Diplomacy, Mass Communication, or Criminal Justice. Students who do not wish to minor in any of these three programs may take additional 6 courses in Political Science (18 Credits with a Grade of C or better).
Religion and Politics *Bachelor of Arts Degree*

The Religion and Politics program is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.
Social Sciences Bachelor of Arts Degree

Chair: Beth Skott  
Carlson Hall, Room 209  
Telephone: (203) 576-4453  
E-mail: bskott@bridgeport.edu

Program Description

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

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP I</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Total Group I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 395</td>
</tr>
<tr>
<td>SOSC 300</td>
</tr>
<tr>
<td>_________</td>
</tr>
<tr>
<td>Total Major Semester Hours:</td>
</tr>
</tbody>
</table>

Any changes to these requirements require advisor approval.

MINOR/CONCENTRATION

IN THE SOCIAL SCIENCES:

MINOR IN SOCIOLOGY

SOSC 207 World Regional Geography | 3 |
or PSCI 207 World Politics | 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 Criminology | 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 Dependency | 3 |
PSCI 333 The Terror Network | 3 |
SOC 398 Internship in Criminal Justice | 3 |

MINOR IN POLITICAL SCIENCE

PSCI 201 American Government | 3 |
or PSCI 1103 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 Relations | 3 |
or PSCI 209 Introduction to United Nations Studies | 3 |
SOSC 207 World Regional Geography | 3 |

PSCI 325 Classes in Political Theory | 3 |
or PSCI 324 Recent Political Theory | 3 |

MINOR IN PSYCHOLOGY

Psy 103 Introduction to Psychology | 3 |
Plus 5 additional Psychology courses | 15 |

CONCENTRATION IN PRE-LAW

PSCI 101 American Government | 3 |
PSCI 223 Introduction to the American Legal System | 3 |
SOC 315 Criminology | 3 |
PSCI 204 Government and Politics Abroad | 3 |
or SOC 231 Cultural Anthropology | 3 |
PSCI 398 Law Internship | 3 |

CONCENTRATION IN HISTORY

Any 5 History Courses. HIST 207 American History 1 and HIST 208 American History 2 are strongly recommended. | 15 |

CONCENTRATION IN INTERNATIONAL STUDIES

PSCI 209 UN Studies | 3 |
PSCI 207 World Politics | 3 |
SOSC 207 World Regional Geography | 3 |
PHIL 216 World Religions | 3 |

FREE ELECTIVES* | 20 |

FOREIGN LANGUAGE* | 12 |

Competency in a foreign language is required of all Social Science majors. Students may either demonstrate competency or complete coursework through the 104 level any language offered at the University.

GENERAL EDUCATION REQUIREMENTS

ENGL C101 Composition & Rhetoric | 3 |
MATH | 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

ENGL C101 Composition & Rhetoric | 3 |
HUM | 3 |
or MATH C108 Ideas of Mathematics | 3 |
FYS | 3 |
MATH | 3 |
or History (Group I) | 3 |

96
SECOND SEMESTER

HUM  Humanities Core 3
Foreign Language 102 3
Psychology (Group I) 3

FA  Fine Arts Core 3
Political Science (Group I) 3

THIRD SEMESTER

SOSC  Social Sciences Core 3
Foreign Language 103 3
Sociology (Group I) 3
Economics (Group I) 3

FOURTH SEMESTER

SOSC  Social Sciences Core 3
Foreign Language 104 3
Economics (Group I) 3
History (Group I) 3
Elective 3

FIFTH SEMESTER

SCI  Natural Sciences Core 3
Sociology (Group I) 3
Psychology (Group I) 3
Concentration 1, or Elective 3
Liberal Arts Elective 3

SIXTH SEMESTER

SCI  Natural Sciences Core 3
SOSC 300 Seminar in Methods 3
Concentration 2 & 3, or Electives 6
Liberal Arts Elective 3

SEVENTH SEMESTER

SOSC 395 Thesis 3
Concentration 4, or Elective 3
Free Elective 6
Liberal Arts Elective 3

EIGHTH SEMESTER

CAPS C390 Capstone Seminar 3
Free Electives 12

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.
East Asian and Pacific Rim Studies *Master of Arts Degree*

The East Asian and Pacific Rim Studies program is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.
Criminal Justice and Human Security Master of Arts Degree

Chair: Stephanie Kirven
Carlson Hall, Room 209
Telephone: (203) 576-4869
Email: skirven@bridgeport.edu

Program Description
UB’s Master of Arts in Criminal Justice and Human Security degree program is designed to help you attain expertise in the worldwide political, cultural, and socioeconomic conditions that contribute to crime and its attenuation. Our program will help you gain insight into the cultural, ethnic, religious and ideological differences often discovered at the root of criminal acts, violence, and terror. Among some of the in-depth topics covered in this program: domestic, international, and comparative criminal law; transnational crime; cybercrime, and cyberterrorism—all taught by experienced faculty from UB’s School of Public and International Affairs. Human security, as it relates to modern threats such as terrorism, human trafficking, and ethnocentric violence, will also be explored. This broader understanding of human rights and its connection to history, global policy, international peace and security, and humanitarian affairs provides a strong foundation on which you will be able to draw correlations and build solutions towards a safer world.

Learning Objectives
- Demonstrate the skills necessary to excel in professional careers in federal, state, and international law enforcement agencies where intercultural communication skills, foreign language skills, and insights into other cultures are increasingly important both to address criminal activity and to take needed steps to prevent it
- Demonstrate an understanding of and appreciation of the rule of law, law enforcement’s role in the securing and protection of civil and human rights, and an understanding of the social conditions and circumstances that foster or discourage criminal behavior
- Demonstrate an understanding of Human Security and its role in the realization of a just and lawful society and the impact that this understanding of security has upon the existing notions of national, regional and international security
- Demonstrate the intercultural literacy skills needed to relate to an increasingly
globalized population where norms and values may differ
- Demonstrate an understanding of the role of non-state actors in international crime and justice, in such fields as norm creation, deviance, terrorism, and crime prevention
- Demonstrate an understanding of the interpretations of religion, ideology, and culture that contribute to the proliferation and/or the deterrence of violence and crime

Curriculum
While pursuing your Master of Arts in Criminal Justice and Human Security degree, you will be required to take 21 semester hours of core courses and 15 semester hours of electives.

PROGRAM CORE REQUIREMENTS (WITH CONCENTRATIONS)

These courses are specific to the Master of Arts in Criminal Justice and Human Security degree program.

CJHS 501 Criminal Justice Research Methods
CJHS 511 Human Security and Approaches to Justice
CJHS 530 US Law and Criminal Justice
CJHS 532 Law Enforcement Management
CJHS 591 Internship
CJHS 598 CJHS Capstone
CJHS 599A Thesis
or CJHS 599B Project Demonstrating Competence

ELECTIVE COURSES

Select five electives that appeal to your area of interest.

CJHS 522 International Conflict and Negotiation
CJHS 535 Theories on Crimes, Norms, and Deviance (comparative across major cultural spheres & historically)
CJHS 540 International Criminal Law
CJHS 550 Comparative Criminal Procedures
CJHS 559 Cybercrime and Cyberterrorism
CJHS 560 Transnational Crime—Drugs, Human Trafficking, Arms Shipment
CJHS 578 Topics in Criminal Justice Policy

The Master of Arts in Criminal Justice and Human Security degree program requires successful completion of the following three Capstone projects: CJHS 591 Internship (or, in rare cases, alternate coursework that requires permission of the academic advisor); CJHS 598 CJHS Capstone; and CJHS 599 (a Thesis or a Project Demonstrating Competence (PDC)). The program will require two years for completion.
Global Development and Peace  Master of Arts Degree

Chair: Dave Benjamin
Carlson Hall 235
Telephone: (203) 576-4966
Email: dbenjamin@bridgeport.edu

Program Description
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.

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.

All courses are 3 credits.

Learning Outcomes
The Master of Arts in Global Development & Peace has the following learning outcomes:

Students will be able to explain and compare the major extant models for socioeconomic development.

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.

Students will demonstrate an understanding of the institutional prerequisites for good governance in developing countries.

Students will demonstrate an appreciation of the impact that religion and culture can have on socioeconomic development.

Students will demonstrate the basic skills needed for effective communication and negotiation.

Students will demonstrate skills needed in problem solving and in project management through an overseas internship.

Students will demonstrate a working knowledge of a second language in addition to 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 degree offers four potential tracks and students should choose from one of the following:

A: CONFLICT ANALYSIS AND RESOLUTION TRACK

For those interested in conflict management

B: INTERNATIONAL POLITICAL ECONOMY AND DEVELOPMENT TRACK

For those interested in development and its challenges

C: GLOBAL MANAGEMENT TRACK

For those interested in working in the commercial domain, especially in emerging and developing economies.

D: GLOBAL MEDIA AND COMMUNICATION

For those interested in public diplomacy or in serving as a spokesperson.

Curriculum

GLDP 511 Issues in Economic Development
GLDP 522 International Conflict and Negotiation
GLDP 528 Sociopolitical Implications of the World’s Religions
Or GLDP 525 Globalization
GLDP 501 Research Methods
GLDP 591 Internship (or, in rare cases, alternate coursework that requires permission of the academic advisor);
GLDP 598 Tutorial
GLDP 599 Thesis

SPECIALIZATION TRACK A CONFLICT ANALYSIS AND RESOLUTION

CHOOSE TWO:

GLDP 535x Peace Psychology
GLDP 581 Advanced Diplomacy
GLDP 524 Political and Economic Integration

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 & DEVELOPMENT

CHOOSE TWO:

GLDP 523 Corruption
GLDP 540 Culture and Development or
Global Development and Peace  Master of Arts Degree

GLDP 563  International Human Rights
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

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

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
GLDP 529  Advanced Intercultural Communication

SPECIALIZATION TRACK D GLOBAL MANAGEMENT

CHOOSE TWO:
GLDP 523  Corruption
GSB 537/MGMT 532 Global Program and Project Management
GSB 580/MGMT 523 Leadership, Teams & Managing Change
GLDP 528  Political and Economic Integration

CHOOSE TWO PLUS ONE COURSE IN TRACK B, C, OR D
FIN 500  International Trade and Finance
FIN 630  International Financial Management
FIN 743  Technical Analysis & Trading
GLDP 561  Sustainable Development
MGMT 779  International Issues
MGMT 632  Global Program and Project Management

Total Semester hours ______________________ 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.

* Note for all academic programs in the School of Public and International Affairs, a portfolio is collected to track progress in programmatic outcomes.
Global Media and Communication Studies *Master of Arts Degree*

**Chair:** Yanmin Yu  
Carlson Hall 232  
Telephone: (203) 576-4966  
Email: yanmin@bridgeport.edu

**Program Description**

The Master of Arts in Global Media and Communication Studies is designed to prepare students to become communication specialists who can respond to the information revolution and the globalization of media. The program conveys the importance of media experts that possess intercultural sensitivity and an ability to transcend borders and interpret the communications of other cultures. The program's Global Communications Track introduces and supports its students to develop the skills needed for careers in as spokespersons, cross-cultural communications specialists for governmental, nongovernmental public diplomacy and for work with transnational corporations. Its New Media Track prepares students as webmasters and content managers for industry and for the work in the public sector.

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. 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.

**Learning Outcomes**

The curriculum of 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 understanding of the different media systems in the world and patterns of communication
- Demonstrate abilities to assess, use, and interpret information
- Develop basic knowledge of at least one world language other than English.

**Masters of Arts Core Requirements**

The Master of Arts in Global Media and Communication Studies is a 36 semester hour graduate course of study that requires four to five semesters, including an overseas internship.

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.

**Curriculum**

**ALL COURSES ARE 3 CREDITS**

**CORE CURRICULUM (REQUIRED FOR BOTH PROGRAM TRACKS):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLDP/GLCS 501</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 529</td>
<td>Advanced Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 511</td>
<td>Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 537</td>
<td>Global Communication and Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 590</td>
<td>Media Communication Law and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 591</td>
<td>Internship (or, in rare cases, alternate coursework that requires permission of the academic advisor)</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 598</td>
<td>Tutorial</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 599</td>
<td>Thesis or Project Demonstrating Excellence</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES FOR TRACK OPTIONS (TAKE GMCS 543 AND TWO ADDITIONAL COURSES)**

**REQUIREMENTS FOR TRACK A: GLOBAL COMMUNICATION TRACK:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 555</td>
<td>News Media and International Journalism</td>
<td>3</td>
</tr>
<tr>
<td>GMCS/GLDP 543</td>
<td>Communication and National Development</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 557</td>
<td>Political Communication and Public Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 555</td>
<td>International Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>GLDP 522</td>
<td>International Conflict and Negotiation</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR TRACK B: NEW MEDIA COMMUNICATION TRACK:**

(Take GMCS 546 and two additional courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCS 518</td>
<td>Traditional Media and New Media</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 552</td>
<td>Advanced Web Publishing and Design II</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 572</td>
<td>Advanced Digital Video Creation II</td>
<td>3</td>
</tr>
<tr>
<td>GMCS 546</td>
<td>Social Media, Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>GMCS/GLDP 543</td>
<td>Communication and National Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 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 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.
COLLEGE OF ARTS AND SCIENCES

Shintaro Akatsu School of Design Programs
Chair: Emily Larned  
Arnold Bernhard Center, Room 704  
Telephone: (203) 576-4316  
Email: elarned@bridgeport.edu

Curriculum and Program Requirements

The SASD Graphic Design Program offers two four-year B.F.A. programs: Graphic Design, and Graphic Design New Media. Each curriculum is a B.F.A. (Bachelor of Fine Arts) of 125 credits minimum.

Graphic Design students are versatile visual communicators, designing for a wide range of print and digital media, including identity systems, websites, posters, typefaces, motion graphics, and books.

Graphic Design New Media students specialize in digital design, focusing on video, animation, sound, electronic publishing, interactive processes, user interfaces, augmented and virtual reality, and web-based design and development.

Both curricula consist of integrated, interdisciplinary sequences which strengthen concept development, communication skills, critical thinking, problem solving abilities, creativity, research methods, and professional practice.

Graphic Design and Graphic Design New Media majors share the same foundation in the fundamentals of design. Beginning the second year, students choose electives in accordance with their major and their interests, and proceed together through the Graphic Design Studio sequence.

Both programs offer opportunities for interdisciplinary collaboration, internships, real-world client projects, social impact design, entrepreneurship, and a self-directed thesis project in the senior year.

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
ADSN 103 2-D Design Principles 3
ADSN 105 Drawing Fundamentals I 3
ADSN 106 Drawing Fundamentals II 3
ADSN 108 3-D Design Principles 3
ADSN 117 Survey of Art History I 3
ADSN 118 Survey Art History II 3
ADSN 119 Intro to Computer Applications I 3
ADSN 120 Intro to Computer Applications II 3
ADSN 225 Web Applications 3
ADSN 231 Photography I 3
Total Semester Hours Required 30

MAJOR REQUIREMENTS

COURSES FROM THIS LIST ARE APPLIED TO THE MAJOR:
ADSN 203A Typography 3
ADSN 304 Business Practices 3
ADSN 212 Intro to Visual Semiotics 3
ADSN 255 Studio I 3
ADSN 256 Studio II 3
ADSN 306 Studio IV 3
ADSN 355 Studio V 3
ADSN 356 Studio VI: Thesis 3
ADSN 398 Internship 2-6
ADSN 377 History of Modern Design 3
ADSN 379 History of Graphic Design 3
One semester of practicum (ADSN 398, ADSN 425, MCOM 339, or MCOM 370 required) 3
One semester of motion (ADSN 230, ADSN 233, or Animation) required 3
Total Semester Hours Required 42

DESIGN ELECTIVES
ADSN 209/210 Painting I/II 3
ADSN 230 Intro 4D: Time Based Media (Video) 3
ADSN 233 Motion Graphics 3
ADSN 255C Intermediate Web Apps II 3
ADSN 317 Photo II 3
ADSN 319 Printmaking 3
ADSN 357A Maya 3
ADSN 377 Contemporary Moving Image 3
ADSN 399 Special Projects 3
ADSN 425A-C Advanced Topics 3-9
GDSN 203B Type Design 3
GDSN 203C Identity & Logo 3
GDSN 204 Calligraphy & Letterforms 3
GDSN 206 The Soundtrack 3
GDSN 208 Internship 3-6
GDSN 399A-C Advanced Topics 3-9
GDSN 425A-C Design Service 3-9
ILLUS 305/306 Illustration Studio I/II 3
Total Semester Hours Required 15-21

GENERAL EDUCATION REQUIREMENTS

ENGL C101 Composition & Rhetoric 3
MATH Math Core 3
HUM Humanities Core 6
SOC Social Sciences Core 6
SCI Natural Sciences Core 6
FYS 101 First Year Seminar: Design Thinking 3
CAPS C390 Capstone Seminar 3
Total Semester Hours Required 30

GENERAL EDUCATION ELECTIVES

the following courses are suggested, not required:  
MCOM 220 Introduction to Advertising 3
MCOM 339 PR and Advertising Campaigns 3
MCOM 370 Publicity Methods 3
Liberal Arts Electives 3
Total Semester Hours Required 9

Total Semester Hours Required 126

Suggested Program

FIRST SEMESTER
FYS 101 First Year Seminar: Design Thinking 3
ADSN 117 Survey of Art History I 3
ADSN 106 Drawing Fundamentals II 3
ADSN 103 2-D Design Principles 3
ADSN 105 Drawing Fundamentals I 3
ADSN 119 Intro to Computer Applications I 3
SECOND SEMESTER
# Graphic Design New Media

## Summary of Requirements

### PROGRAM REQUIREMENTS

#### ART & DESIGN FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>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 of 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>Intro to 4D Time-Based Media (Video)</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 233</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 230</td>
<td>4-D Time-Based Media I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 255</td>
<td>Studio I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 305</td>
<td>Studio III</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 306</td>
<td>Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 312</td>
<td>Introduction to Visual Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>ILLUS 305</td>
<td>Illustration Studio I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### MAJOR REQUIREMENTS

Courses from this list are applied to the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDSN 203A</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 304</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 312</td>
<td>Intro to Visual Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 255</td>
<td>Studio I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 305</td>
<td>Studio II</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 312</td>
<td>Studio III</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 304</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 381</td>
<td>Contemporary Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 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>
<tr>
<td>GDSN 242</td>
<td>Intro to New Media</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 357</td>
<td>Intro Alias/Maya</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 425</td>
<td>Design Service</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: 30

### DESIGN / MCOM ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 233</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 255C</td>
<td>Intermediate Web Apps II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 217</td>
<td>Photo II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 357A</td>
<td>Maya</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 425A-C</td>
<td>Advanced Topics</td>
<td>3-9</td>
</tr>
<tr>
<td>GDSN 203B</td>
<td>Type Design</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 203C</td>
<td>Identity &amp; Logo</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 232</td>
<td>The Soundtrack</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 298</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 399A-C</td>
<td>Advanced Topics</td>
<td>3-9</td>
</tr>
<tr>
<td>GDSN 425</td>
<td>Design Service</td>
<td>3</td>
</tr>
<tr>
<td>ILLUS 305/306</td>
<td>Illustration Studio I/II</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 262</td>
<td>Writing for Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 287X</td>
<td>Video Editing + Post Production</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 299</td>
<td>Special Topics / Podcast Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours Required: 45

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL C101</td>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Math Core</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>FYS 101</td>
<td>First Year Seminar: Design Thinking</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

Liberal Arts / Open Electives: 3-6

Total Semester Hours Required: 6

### Suggested Program

#### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>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 119A</td>
<td>Intro to Computer Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Nature of Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 15

#### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 108</td>
<td>3-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 106</td>
<td>Drawing Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 118</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 231</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 242</td>
<td>Intro to New Media</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 381</td>
<td>Contemporary Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 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>
<tr>
<td>GDSN 242</td>
<td>Intro to 4D Time-Based Media (Video)</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 357</td>
<td>Intro Alias/Maya</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 425</td>
<td>Design Service</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 18

#### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 255</td>
<td>Graphic Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>GDSN 232</td>
<td>The Soundtrack</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 103A</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 203C</td>
<td>4-D Time-Based Media I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 357A</td>
<td>Intro Alias/Maya</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition &amp; Rhetoric Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 18

#### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 256</td>
<td>Graphic Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 233</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 377</td>
<td>Contemporary Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 379</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 242</td>
<td>Intro New Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 15

#### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSN 305</td>
<td>Graphic Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 225A</td>
<td>Intro to Web Applications</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 220</td>
<td>Intro to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>NAT SC NC</td>
<td>Natural Science Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 15

---

**Graphic Design/Graphic Design New Media Bachelor of Fine Arts Degree**
Graphic Design/Graphic Design New Media  Bachelor of Fine Arts Degree

SIXTH SEMESTER
GDSN 306  Graphic Design Studio IV  3
GDSN 225B  Web Applications II  3
GDSN 212  Visual Semiotics  3
   Hum Humanities Core  3
   Nat Sci Natural Science Core  3

15

SEVENTH SEMESTER
GDSN 355  Graphic Design Studio V  3
MCom 290  Intercultural Communication (SS Core)  3
GDSN 425A  Design Service  3
MCOM 370  Publicity Methods  3
Caps  C390  Capstone Seminar Core  3

15

EIGHTH SEMESTER
GDSN 356  Graphic Design Studio VI (Thesis)  3
GDSN 304  Business Practices  3
ADS 425  Advanced Special Topics in New Media  3
MCOM 262  Writing for Interactive Media  3
   Soc Sci Social Science Core  3

15
Industrial Design Bachelor of Science Degree

Chair: Richard Wilfred Yelle
Arnold Bernhard Center, Room 810
Telephone: (203) 576–4034
E-mail: ryelle@bridgeport.edu

Curriculum and Program Requirements

The four-year Industrial Design program emphasizes conceptualization, design, and production of products for personal, home, industrial, and commercial use, ranging from domestic and consumer products to medical, entertainment, and more. Students learn to design and develop product concepts, visualize them using the latest computer technology, and build models in a well-equipped model shop or computer lab. Students learn presentation skills to demonstrate their creative and unique solutions. Advanced industrial design topics include UI/UX, VR, ergonomics, materials and manufacturing, and marketing.

Students take courses in sketching, model making, materials and manufacture technologies, CAD (such as computer-aided design and rapid prototyping), the design process, design thinking and design history. Package design, smartphones, lighting, furniture, home appliances, exhibit design, computer rendering, 3D printing, model making and more: all part of the SASD Industrial Design Curriculum.

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 materials, manufacturing techniques, 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 industrial 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 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.

SASD's Bachelor of Science in Industrial Design degree is accredited by National Association of Schools of Art and Design (NASAD), the governing body of undergraduate and graduate art and design schools.

Industrial Design Curriculum

SUMMARY OF REQUIREMENTS

**DESIGN FOUNDATIONS**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>3-D Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>Design Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>Drawing/Drafting II</td>
<td>3</td>
</tr>
<tr>
<td>Design Drawing III</td>
<td>3</td>
</tr>
<tr>
<td>Design Drawing IV</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computer Apps I</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computer Apps II</td>
<td>3</td>
</tr>
</tbody>
</table>

**INDUSTRIAL DESIGN FOUNDATIONS**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials &amp; Manufacturing I</td>
<td>3</td>
</tr>
<tr>
<td>Materials &amp; Manufacturing II</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Electives</td>
<td>5</td>
</tr>
<tr>
<td>SolidWorks I</td>
<td>2</td>
</tr>
<tr>
<td>SolidWorks II</td>
<td>2</td>
</tr>
<tr>
<td>SolidWorks III</td>
<td>2</td>
</tr>
<tr>
<td>SolidWorks IV</td>
<td>2</td>
</tr>
<tr>
<td>Product Lab Orientation</td>
<td>3</td>
</tr>
<tr>
<td>4-D Time-based Media</td>
<td>3</td>
</tr>
<tr>
<td>NX C Siemens PLM</td>
<td>3</td>
</tr>
<tr>
<td>NX D Siemens PLM</td>
<td>3</td>
</tr>
<tr>
<td>Exhibition Design</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Special Projects</td>
<td>3</td>
</tr>
<tr>
<td>Furniture Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**INDUSTRIAL DESIGN STUDIOS**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Studio V</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Design Studio VI</td>
<td>3</td>
</tr>
</tbody>
</table>

**ART HISTORY**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>History of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>History of Industrial Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**UB CORE**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>First Year Seminar: Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar: Design &amp; Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours 127

Suggested Program

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</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>Design Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 119A</td>
<td>Introduction to Computer Apps I</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 117</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>FYS C101</td>
<td>First Year Seminar: Design Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>COURSE CODE</td>
<td>COURSE NAME</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SECOND</td>
<td>ADSN 108</td>
<td>3-D Design Principles</td>
</tr>
<tr>
<td></td>
<td>ADSN 106</td>
<td>Drawing II</td>
</tr>
<tr>
<td></td>
<td>ADSN 119B</td>
<td>Introduction to Computer Apps II</td>
</tr>
<tr>
<td></td>
<td>ADSN 118</td>
<td>Survey of Art History II</td>
</tr>
<tr>
<td></td>
<td>ENG 101</td>
<td>Composition &amp; Rhetoric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural Sciences Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THIRD</td>
<td>IDDSN 255</td>
<td>Industrial Design Studio I</td>
</tr>
<tr>
<td></td>
<td>ADSN 205</td>
<td>Design Drawing III</td>
</tr>
<tr>
<td></td>
<td>IDDSN 215</td>
<td>Materials &amp; Manufacturing I</td>
</tr>
<tr>
<td></td>
<td>ITDNSN 312</td>
<td>Furniture Design I</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218S</td>
<td>SolidWorks I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural Science Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOURTH</td>
<td>IDDSN 256</td>
<td>Industrial Design Studio II</td>
</tr>
<tr>
<td></td>
<td>ADSN 206</td>
<td>Design Drawing IV</td>
</tr>
<tr>
<td></td>
<td>IDDSN 216</td>
<td>Materials &amp; Manufacturing II</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218W</td>
<td>SolidWorks II</td>
</tr>
<tr>
<td></td>
<td>ADSN 408</td>
<td>Selected Topics: Modern Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIFTH</td>
<td>IDDSN 305</td>
<td>Industrial Design Studio III</td>
</tr>
<tr>
<td></td>
<td>ITDNSN 312B</td>
<td>Furniture Design II</td>
</tr>
<tr>
<td></td>
<td>ADSN 357C</td>
<td>NX Siemens PLM</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218C</td>
<td>SolidWorks III</td>
</tr>
<tr>
<td></td>
<td>ADSN 425</td>
<td>History of Industrial Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIXTH</td>
<td>IDDSN 306</td>
<td>Industrial Design Studio IV</td>
</tr>
<tr>
<td></td>
<td>IDDSN 218D</td>
<td>SolidWorks IV</td>
</tr>
<tr>
<td></td>
<td>ADSN 357D</td>
<td>NX Siemens PLM</td>
</tr>
<tr>
<td></td>
<td>ITDNSN 311</td>
<td>Exhibition Design</td>
</tr>
<tr>
<td></td>
<td>IDDSN 399</td>
<td>Special Projects: Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEVENTH</td>
<td>IDDSN 355</td>
<td>Industrial Design Studio V</td>
</tr>
<tr>
<td></td>
<td>ADSN 107</td>
<td>Product Lab Orientation</td>
</tr>
<tr>
<td></td>
<td>ADSN 450</td>
<td>New Product Commercialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Sciences Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Seminar: Design &amp; Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIGHTH</td>
<td>IDDSN 356</td>
<td>Industrial Design Studio VI</td>
</tr>
<tr>
<td></td>
<td>ADSN 233</td>
<td>4D Intro Time Based Media</td>
</tr>
<tr>
<td></td>
<td>ADSN 380</td>
<td>History of Modern Design</td>
</tr>
<tr>
<td></td>
<td>IDDSN 398</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Hours: 127
Interior Design Bachelor of Science Degree

Chair: Matto, Marsha
Arnold Bernhard Center, Room 509
Telephone: (203) 576-4221
E-mail: mmatto@bridgeport.edu

Program Description

The Interior Design program prepares students with functional, technical and aesthetic aspects of the interior environment.

The Professional Interior Designer is qualified to identify, research and solve problems pertaining to the function and aesthetic quality of the interior environment. The designer must have knowledge of construction materials, their applications and methods of installation. Interior designers must design the space in accordance with federal, state and local building codes to meet safety, health, and accessibility requirements. Interior designers both plan the space and furnish the interiors of private homes, public buildings and commercial establishments such as offices, retail, restaurants, hospitals, hotels and theaters. They may plan additions, renovations and be involved in historic preservation. With a client's needs and budget in mind, they develop space-planning solutions; prepare working drawings, millwork, architectural details and specifications for interior construction, furnishing and finishes. Designers use computers to generate plans and construction documents, in addition to 3D modeling views.

At UB several interior projects assignments are done in collaboration with noted interior/architectural firms, to give students a grasp of real projects and receive additional inputs from professionals in the field. In addition, this relationship helps establish connections for internships.

*ITDSN 398 (Internship) can be taken as an elective in addition to the required coursework.

As an Interior Design major, you can specialize in several areas:
- Residential Design (new and existing)
- Contract Design such as: Retail, Hospitality, Corporate Offices, Health care, Institutional
- Historic Preservation
- Furniture and Furnishings Design

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**

**Design Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDSN 103</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 105</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 108</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 106</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 205</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 119A</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 231</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 377</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 380</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDSN 206</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 215</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 217</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 218</td>
<td>6</td>
</tr>
<tr>
<td>ITDSN 218</td>
<td>4</td>
</tr>
<tr>
<td>ITDSN 255</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 256</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 303</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 304</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 305</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 306</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 307</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 308</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 312</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 355</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 356</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 362</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 399</td>
<td>1</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>MATH</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 117</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 118</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 127

**Suggested Program**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 101</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 117</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 103</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 105</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 119A</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second 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</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 118</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 108</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 106</td>
<td>3</td>
</tr>
<tr>
<td>AIDSN 119B</td>
<td>3</td>
</tr>
</tbody>
</table>
# Interior Design Bachelor of Science Degree

**THIRD SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 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>
<tr>
<td>ITDSN 218A</td>
<td>CAD I</td>
<td>2</td>
</tr>
<tr>
<td>ITDSN 255</td>
<td>Studio I</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 380</td>
<td>History of Modern Arch. &amp; Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 217</td>
<td>Color Studies for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>ADSN 206</td>
<td>Interiors Drawing IV</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 218B</td>
<td>CAD II</td>
<td>2</td>
</tr>
<tr>
<td>ITDSN 266</td>
<td>Studio II</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>ITECH 309</td>
<td>Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 305</td>
<td>Studio III</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 215</td>
<td>Interior Construction Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 218D</td>
<td>Revit 1</td>
<td>2</td>
</tr>
<tr>
<td>ITDSN 308</td>
<td>Building Codes</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>ITECH 303</td>
<td>Materials, Products &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 304</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 306</td>
<td>Studio IV</td>
<td>3</td>
</tr>
<tr>
<td>ITECH 218D</td>
<td>Revit 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SEVENTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS 390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM 355</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 307</td>
<td>Lighting &amp; Acoustic Design</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 312</td>
<td>Furniture 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>ITDSN 362</td>
<td>Construction Documents</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 356</td>
<td>Studio VI</td>
<td>3</td>
</tr>
<tr>
<td>ITDSN 399</td>
<td>Special Projects</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 129
The Design Management program is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.
COLLEGE OF ARTS AND SCIENCES

School of Professional Studies Program
School of Professional Studies

Executive Director: Dr. Timothy Raynor
Wahlstrom Library, Garden Level
126 Park Avenue
Telephone: (203) 576-4800
Fax: (203) 576-4537
E-mail: scpsinfo@bridgeport.edu
Website: www.bridgeport.edu/scps

The School of Professional Studies (SPS) 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 DEGREE COMPLETION PROGRAM

Associate Director of Advising: Yvrose Romulus
Wahlstrom Library, Garden Level
Telephone: (203) 576-4800
E-mail: yromulus@bridgeport.edu
E-mail: idealinfo@bridgeport.edu

The program was an early pioneer in accelerated degree-completion programs for adult learners, beginning in 1988 and expanding into two locations throughout the state; Bridgeport, and Waterbury.

The Professional Studies program gives adults age 23 or over the opportunity to complete a certificate program, associate’s or bachelor’s degree at a convenient time and place. Courses are offered in seven week accelerated semesters. There are six starts dates per year in various formats; evening, weekend and online. All faculty who teach in the School of Professional Studies 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 Criminal Justice
- 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
- Human Resource Management certificate
- Project Management certificate

PROGRAMS OF STUDY AT THE WATERBURY CENTER

UNDERGRADUATE (SPS 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 Weekends)
- M.S. in Education Intern Program
- Sixth Year Education Program (General, Reading, and Administration)

WATERBURY CENTER

Associate Director: Deena Martinelli
84 Progress Lane
Waterbury, CT 06705
Tel: (203) 573-8501
Fax: (203) 573-8576
E-mail: ubwaterbury@bridgeport.edu
Website: www.bridgeport.edu/about/locations/waterbury-center

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.
COLLEGE OF ENGINEERING, BUSINESS, AND EDUCATION
COLLEGE OF ENGINEERING, BUSINESS, AND EDUCATION

School of Engineering Programs
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:
- Demonstrate comprehension of math, science, and basic computer engineering topics.
- Comprehend the design of computer architectures; and integrated systems having major hardware and software components.
- Exhibit problem solving skills.
- Have the ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- Work effectively on teams.
- Demonstrate the ability to identify and apply concepts of engineering economics and project planning.
- Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions.
- Demonstrate the ability to plan and conduct laboratory experiments and interpret and report the results.
- Exercise strong oral and written communication skills including those needed for technical writing.
- 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>CPSC 101/101a</td>
<td>Introduction to Computing I</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 253/255</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>MEEN 223</td>
<td>Materials Science for Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 37

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 Systems 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>CPSC 102/102a</td>
<td>Introduction to Computing II</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 227</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 254/256</td>
<td>Network Analysis II w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 348</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 317</td>
<td>Intro to Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 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 214/314</td>
<td>Linear Algebra/ Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 55
# Computer Engineering Bachelor of Science Degree

## General Education Requirements

<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>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>Hours</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>
<tr>
<td>CPSC 102/102a</td>
<td>Intro. to Computing II (Data Structures &amp; Algorithms)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>Principles of Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</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</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>Hours</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>Hours</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>Hours</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>Hours</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>Hours</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></td>
<td>Technical Electives</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 347/348</td>
<td>Logic Synthesis/VLSI Design</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>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></td>
<td>Technical Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</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, problem 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:

Demonstrate comprehension of math, science, and basic computer science topics.

Have the ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.

Exhibit problem solving skills.

Have the ability to use techniques, skills, and modern software tools necessary for professional practice.

Work effectively in teams.

Demonstrate the ability to identify and apply concepts of engineering economics and project planning.

Demonstrate knowledge of contemporary global and societal issues and their relationship to professional ethics and engineering solutions.

Demonstrate the ability to plan and conduct laboratory experiments and interpret and report the results.

Exercise strong oral and written communication skills including those needed for technical writing.

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

MATHEMATICS REQUIREMENTS
MATH 110/112 Calculus I & II 8
MATH 215 Calculus III 4
MATH 323 Probability and Statistics 3
MATH 214 Math Elective 3
MATH 314 or CPSC 340 Science Elective 4 22

GENERAL EDUCATION REQUIREMENTS
ENGL C101 Composition & Rhetoric I 3
FA Fine Arts Core 3
PHYS 111, 112 Principles of Physics I, II 8
INTST C101B Computer Ethics 3
ENGL 201 Technical Writing for Computer Science 1
HUM Humanities Core 6
SOSC Social Science Core 6
CAPS C390 Capstone Seminar 3 39

Total Semester Hours 130

Suggested Program

FIRST SEMESTER
ENGL C101 Composition & Rhetoric I 3
MATH 110 Calculus I 4
CPSC 101/101a Int. to Computing I 4
PHYS 111 Principles of Physics I 4

SECOND SEMESTER
MATH 112 Calculus II 4
PHYS 112 Principles of Physics II 4
CPSC 102/102a Introduction to Computing II (Data Structures) 4
INTST C101B Computer Ethics 3

THIRD SEMESTER
CPSC 227 Discrete Structures 3
MATH 215 Calculus III 4
PHYS/CHM/BIOL Humanities Core 3
CPSC 201 Advanced Data & File Structures 3

FOURTH SEMESTER
MATH Math Elective (214/314/340) 3
CPSC 203 2nd Language 3
ENGL 204 Technical Writing For Computer Science 1
FA Fine Arts Core 3
HUM Humanities Core 3
CPSC 210 Digital System Design I 3

CORE REQUIREMENTS
CPSC 101/101a Introduction to Computing I 4
CPSC 102/102a Introduction to Computer II (Data Structures) 4
CPSC 201 Advanced Data & File Structures 3
CPSC 203 2nd Programming Language 3
CPSC 227 Discrete Structures 3
CPEG 210 Digital System Design I 3
CPEG 286 Microprocessor System Design 3
CPSC 300 Economics & Management of Computing Projects 3
CPSC 301 Programming Languages 3
CPSC 329 Fundamentals of Algorithms 3
CPSC 311 Computer Architecture 3
CPEG 408 Operating Systems 3
CPEG 449 Design Project 4
CPEG 450 Database Design 3
CPEG 471 Data and Computer Communications 3
CPSC 489 Software Engineering 3
CPSC Elective (3) 9
Technical Elective (2) 6
Free Elective 3

69
### Computer Science Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIFTH SEMESTER</strong></td>
<td>CPSC 300</td>
<td>Economics &amp; Management of Computing Projects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 323</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC 301</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC 329</td>
<td>Fundamentals of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPEG 286</td>
<td>Microprocessor System Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>SIXTH SEMESTER</strong></td>
<td>CPEG 408</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC</td>
<td>Elective I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC 311</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical Elective I</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEVENTH SEMESTER</strong></td>
<td>CPSC 450</td>
<td>Database Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPEG 489</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPEG 471</td>
<td>Data and Computer Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPSC Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC 449A</td>
<td>Senior Design Project</td>
<td>1</td>
</tr>
<tr>
<td><strong>EIGHTH SEMESTER</strong></td>
<td>CAPS C390</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC</td>
<td>Elective III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CPSC 449B</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td></td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>
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/controls, 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 Econ/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>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ELEG 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>CSCE 101</td>
<td>Introduction to Computing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>Introduction to Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 300</td>
<td>Econ. and Management of Engr</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></td>
<td>Total</td>
<td>26</td>
</tr>
</tbody>
</table>

Program 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 357</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>CPEG 233</td>
<td>Network Analysis I w/lab</td>
<td>4</td>
</tr>
<tr>
<td>CPEG 252</td>
<td>Network Analysis II w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 342</td>
<td>Modern Communications</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 348</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 315</td>
<td>316/350 Communications</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 317</td>
<td>Controls</td>
<td>3</td>
</tr>
<tr>
<td>CPEG 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></td>
<td>Technical (EE) Elective</td>
<td>6</td>
</tr>
<tr>
<td>ELEG 300+</td>
<td>300+level Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</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 111/112</td>
<td>Principles of Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>HUM 101</td>
<td>Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td>SOSC 101</td>
<td>Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td>FA 101</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

Total Semester Hours 120

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>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
Electrical Engineering Bachelor of Science Degree

SEMESTER 2

PHYS 111 Principles of Physics I, with lab 4
MATH 112 Calculus II 4
CHEM 103 General Chemistry with lab 4
Social Science Elective 3

TOTAL 15

SEMESTER 3

PHYS 112 Principles of Physics II with lab 4
ELEG 233 Network Analysis I 3
ELEG 235 Network Analysis I lab 1
MATH 215 Calculus III 4
Humanities Elective 3

TOTAL 15

SEMESTER 4

ELEG 234 Network Analysis II 2
ELEG 236 Network Analysis II lab 1
MATH 301 Differential Equations 3
Fine Arts Elective 3
Social Science Elective 3
ELEG 210 Digital Design I 3

TOTAL 15

SEMESTER 5

ENGR 300 Economics for Engineers 3
ELEG 317 Controls 3
MATH 323 Probability and Statistics 3
ELEG 348 Electronics 3
ELEG 286 Microprocessors 3

TOTAL 15

SEMESTER 6

ELEG 337 Analog Electronics Lab 3
ELEG 364 Programmable Logic Control 3
ELEG Communications course (EE 315, EE 316/416, EE 350/450) 3
ELEG 351 Modern Communications 3
CPEG 315 Digital Design II with Lab 4

TOTAL 16

SEMESTER 7

ELEG 333 Signals and Systems 3
ELEG 349A Senior Design Project 2
ELEG (300+level) Electives 6
Humanities Elective 3

TOTAL 14

SEMESTER 8

ELEG 349B Senior Design Project 2
ELEG (300+level) Electives 6
ENGR/Tech Electives 6

TOTAL 14

Total Credit Hours: 120
**Mechanical Engineering Bachelor of Science Degree**

**Chair:** Junling Hu  
*Engineering Technology Building*  
*Telephone: (203) 576-4575*  
*Fax: (203) 576-4765*  
*Email: jhu@bridgeport.edu*

**Curriculum and Program Requirements**

Mechanical engineers apply the principles of motion, force, energy, and materials for the design, development, analysis, manufacturing, testing, and maintenance of mechanical systems. Mechanical engineers are suited for employment in a wide range of industries, including aerospace, automotive, biomedical, chemical, electronics, robotics, power-generation, sports, and telecommunication.

The mechanical engineering program combines in depth studies with lab and project experience to help students acquire knowledge and skills needed for successful careers or graduate studies. Students develop competence or acquire knowledge in a many areas, including engineering fundamentals, computer aided engineering tools, communication skills, design of individual components and multicomponent systems, manufacturing processes, mechanical systems, professional ethics, laboratory exploration, and more.

The graduate of this program will obtain a foundation in mathematics and science for the mechanical engineering courses offered in the third and fourth years. In their senior year, students have the opportunity to broaden and deepen their technical background through three advanced elective courses and design projects in applied areas such as aerospace engineering, mechanical design, manufacturing and materials processing, thermal and fluid engineering, mechatronics and automation, and biomedical engineering. Engineering design experience using CAD/CAM systems are integrated throughout the curriculum.

A total of 121 semester hours are required for graduation.

**Program Objectives**

Our Mechanical Engineering graduates will:

1. Develop 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]
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. Engage in life-long learning for adaptation to a continuously changing field through graduate work, professional development, and self-study. [LLL/Work/Grad School]

**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 life along with an appreciation of 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]

**ENGINEERING CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 101</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 233/235</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 300</td>
<td>4</td>
</tr>
<tr>
<td>MATH 215</td>
<td>4</td>
</tr>
<tr>
<td>MATH 301</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 112</td>
<td>Engineering Graphics 3</td>
</tr>
<tr>
<td>MEEG 223</td>
<td>Materials Science for Engineers 3</td>
</tr>
<tr>
<td>MEEG 250</td>
<td>Engineering Mechanics: Statics 3</td>
</tr>
<tr>
<td>MEEG 252</td>
<td>Engineering Mechanics: Dynamics 3</td>
</tr>
<tr>
<td>MEEG 263</td>
<td>Thermodynamics 3</td>
</tr>
<tr>
<td>MEEG 310</td>
<td>Mechanics of Materials 3</td>
</tr>
<tr>
<td>MEEG 307</td>
<td>Fluid Mechanics 3</td>
</tr>
<tr>
<td>MEEG 363</td>
<td>Heat and Mass Transfer 3</td>
</tr>
<tr>
<td>MEEG 380</td>
<td>Mechanical Measurement and Data Analysis 3</td>
</tr>
<tr>
<td>MEEG 372</td>
<td>Manufacturing Engineering 3</td>
</tr>
<tr>
<td>MEEG 315</td>
<td>Mechanical Vibrations 3</td>
</tr>
<tr>
<td>MEEG 350D</td>
<td>Machine Design 3</td>
</tr>
<tr>
<td>MEEG 381</td>
<td>Mechanical Engineering Systems Lab 3</td>
</tr>
<tr>
<td>MEEG 369D</td>
<td>Thermal Fluid Systems Design 3</td>
</tr>
<tr>
<td>MEEG 361/362</td>
<td>Senior Project 6</td>
</tr>
<tr>
<td>Total Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric 3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I 4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II 4</td>
</tr>
<tr>
<td>PHYS 111/112</td>
<td>Principles of Physics I, II 8</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core 6</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core 3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core 3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total Semester Hours**

121
# Mechanical Engineering Bachelor of Science Degree

## Suggested Program

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 101</td>
<td>Introduction to Computing with lab</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 111</td>
<td>Introduction to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry with lab</td>
<td>4</td>
</tr>
</tbody>
</table>

### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 112</td>
<td>Engineering Graphics</td>
<td>3</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, with lab</td>
<td>4</td>
</tr>
<tr>
<td>ENG C101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
</tbody>
</table>

### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 250</td>
<td>Engineering Mechanics: Statics</td>
<td>3</td>
</tr>
<tr>
<td>ELEG 233</td>
<td>Network Analysis I with Lab, aka Circuits I with Lab</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 215</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>Principles of Physics II, with lab</td>
<td>4</td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 252</td>
<td>Engineering Mechanics: Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 205</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 223</td>
<td>Material Selection for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Core</td>
<td>3</td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 310</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 307</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 300</td>
<td>Economics and Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323/214</td>
<td>Probability and Statistics/Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Science Core</td>
<td>3</td>
</tr>
</tbody>
</table>

### SIXTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 363</td>
<td>Heat and Mass Transfer</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 380</td>
<td>Mechanical Measurement and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 372</td>
<td>Manufacturing Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 315</td>
<td>Mechanical Vibrations</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>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 350D</td>
<td>Machine Design</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 381</td>
<td>Mechanical Engineering Systems Lab</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 361</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>ME ENGINE 315</td>
<td>Technical Elective</td>
<td>3</td>
</tr>
<tr>
<td>CAPS C390</td>
<td>Senior Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 369D</td>
<td>Thermal Fluid System Design</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 362</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td>Technical Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
Biomedical Engineering Master of Science Degree

Director: Prabir K. Patra
Engineering Technology Building
Telephone (203) 576-4165
Fax: (203) 576-4750
Email: ppatra@bridgeport.edu

Master of Science degree in Biomedical Engineering (BME) is intended to prepare individuals with a strong scientific and technical background for entry into Biomedical Engineering field at an advanced level and for further study leading to doctorate. Admission to the interdisciplinary BME program requires an undergraduate background that includes elementary coursework in biomedical engineering, biotechnology, biology, clinical science, pharmaceutical science and also includes any branch of science and engineering that permeates through the Fundamentals and advanced courses in engineering and the life sciences. The program offers innovative educational strategy that integrates biological sciences and engineering, and applies engineering tools, methods and practices to solve problems in biology and medicine. Graduates of our programs are expected to be highly-skilled biomedical engineers, and scientists who understand the ethical, social and economic implications of their work. The following fundamental course work has been identified to benefit the students most if they have them in their undergraduate degrees.

- Biomedical Materials and Engineering
- Tissue Engineering
- Bioelectronics
- Tissue culture
- Physiology

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 B or better in their undergraduate course work. Department offers the unique opportunity to its graduate students the education and research on how to integrate several engineering discipline principles in biomedical engineering.

The Department also offers, as an integral part of the Biomedical Engineering Masters Degree, the opportunity to specialize in several concentration areas.

1. Biomedical Materials and Engineering
2. Bioelectronics
3. Biotechnology
4. Biomedical signal and Image Processing
5. Embedded Systems
6. Bioinformatics
7. Nanotechnology in Bioengineering
8. Tissue Engineering
9. Bioinstrumentation
10. Biorobotics and automation

In addition the department also offers the opportunity to acquire dual graduate degree with electrical engineering (dual MS degree in BME/ELEG) as well as mechanical engineering (Dual MS in BMEG/MEEG). Candidates for the dual Masters Degree programs are typically required to complete a minimum 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 620 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 Bioelectronics
- BMEG 440 Ergonomic Factors in Design
- BMEG 451 Introduction to BioMEMS
- BMEG 413 Bioinformatics
- BMEG 508 Biomechanics
- BMEG 561 Instrumental Analysis of Nanomaterials
- BMEG 537 Biophysical Fluid Mechanics
- BMEG 510 Medical Machines
- BMEG 515 Advanced Digital Systems
- BMEG 535 Foundations of Biotechnology and Bioentrepreneurship
- BMEG 543 Digital Signal Processing
- BMEG 545 Genetics and Genomics
- BMEG 546 Bio Signal Processing
- BMEG 547 BioMEMS
- BMEG 560 Advanced Materials and Engineering
- BMEG 562 Nanofabrication with Softmaterials
- BMEG 563 Polymer Nanocomposite
- BMEG 565 Biomedical Materials and Engineering
- BMEG 574 Pathology in Bioengineering
- BMEG 580 Tissue Engineering
- BMEG 573 Magnetothermalengineering
- BMEG 577 Cancer and Engineering
- BMEG 578 Biomedical Imaging
- BMEG 587 Embedded Systems Design
Computer Engineering Master of Science Degree

Chair: Ausif Mahmood
Engineering Technology Building
Telephone: (203) 576-4737
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 computer architecture, FPGA and VLSI design, parallel computing, quantum computing, computer vision, artificial intelligence, sensing, robotics, automation, networking and network security, internet of things (IOT), and the like. Admission to the program requires an undergraduate degree in engineering, and includes the following fundamental coursework:

- Programming Languages
- 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. VLSI and FPGA Design
3. Computer and Information Security
4. Computer Communications and Networking
5. Artificial Intelligence
7. IOT and Embedded Systems
8. Robotics and Automation
9. Signal and Image Processing
10. Software Engineering
11. Parallel and Distributed Computing

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 52 credit hours to satisfy the requirements of two Masters degrees. This implies 18 credit hours in addition to the 34 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.

Program Objectives
Our Computer Engineering 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:
Demonstrate an in depth and comprehensive understanding of Computer Engineering.
Have an enhanced ability to learn, on their own, technical details for which they are responsible.
Have an enhanced ability to apply the knowledge learned to solve technical problems that arise in research they conduct or supervise.
Have an enhanced ability to study an issue, identify and evaluate alternative actions, propose an optimal course of action.
Have an enhanced ability to prepare technical point papers, brief their seniors, and defend their conclusions.

Course Requirements

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 510 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) 576-4737
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 and Algorithms
- 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. Artificial Intelligence and Deep Learning
3. Computer Vision and Autonomous Vehicles
4. Computer and Information Security
5. Computer Communications and Networking
6. Cloud, Web, Services Oriented Architecture and Blockchain technologies
7. Big Data, Data Mining and Hadoop NoSql
8. Robotics and Automation
9. Internet Of Things (IOT) and Embedded Systems
10. Software Engineering
11. Parallel and Distributed Processing

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 52 credit hours to satisfy the requirements of two Masters degrees. This implies 18 credit hours in addition to the 34 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 are available. Doctoral students in the program 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:
- Demonstrate an in depth and comprehensive understanding of Computer Science.
- Have an enhanced ability to learn, on their own, technical details for which they are responsible.
- Have an enhanced ability to apply the knowledge learned to solve technical problems that arise in research they conduct or supervise.

Have an enhanced ability to study an issue, identify and evaluate alternative actions, propose an optimal course of action.

Have an enhanced ability to prepare technical point papers, brief their seniors, and defend their conclusions.

Course Requirements

REQUIRED COURSES

A. A TOTAL OF 34 SEMESTER HOURS IS REQUIRED. THE CORE CURRICULUM CONSISTS OF 6 CREDITS AND INCLUDES:

CPSC 501 Object Oriented Programming with Design Patterns
CPSC 502 Analysis of Algorithms

B. THE REMAINING 28 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 28 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/dlearning/

The concentration areas can be applied to satisfy the requirements of dual Masters degree programs of study.
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 EE 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 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.

The elective courses may be chosen from the list of Electrical Engineering 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.

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.

COURSE REQUIREMENTS

REQUIRED COURSES
ENGR 400 Seminar (1 credit)

THE REMAINING 30 CREDITS ARE ELECTIVE COURSES.

The elective courses may be chosen from the list of EE concentration areas or chosen in consultation with the graduate advisor. The course descriptions are in the Graduate Studies Division section of the Catalog.

OPTIONAL CONCENTRATION IN POWER AND RENEWABLE ENERGY

1. ELEG 418 Renewable Energy
2. ELEG 419 Fuel Cells
3. ELEG 420 Hybrid Vehicle
4. ELEG 435 Electric Machines
5. ELEG 438 Power System Analysis
6. ELEG 436 Advanced Power System Analysis
7. ELEG 440 Electric Power Distribution Systems
8. ELEG 492 Sustainable Energy Lab
9. ELEG 479 Solar Energy and Solar Cell

OPTIONAL CONCENTRATION IN ROBOTIC, AUTOMATION AND PLC

1. ELEG 464 PLC (programmable logic controls)
2. ELEG 411 Advanced PLC
3. ELEG 463 Industrial Control Lab
4. ELEG 461 Controls Lab
5. ELEG 417 Controls
6. ELEG 467 Introduction to Mechatronics
7. ELEG 465 Intro to Robotics

OPTIONAL CONCENTRATION IN BIOMECHATRONICS

1. ELEG 467 Introduction to Mechatronics
2. ELEG 412 Bioelectronics
3. ELEG 413 Bioinformatics
4. ELEG 510: Medical Machine
5. ELEG 547: Bio MEMS
6. ELEG 513: Biomedical Image Processing
7. ELEG 459: Audio Signal Processing Lab
8. ELEG546 Biosignal Processing
Optional Concentration in Signal Processing and Communications

1. ELEG 416 Fiber Optics Lab
2. ELEG 443 Digital Signal Processing
3. ELEG 543 DSP Lab
4. ELEG 453 Pattern Recognition
5. ELEG 546 Bio-signal Processing
6. ELEG 450 Communications lab
7. ELEG 430 Satellite Communications
8. ELEG 441: RF Communication
9. ELEG 459: Audio Signal Processing Lab
10. ELEG 442: Digital Communications
11. ELEG 453: Biomedical Image processing
12. ELEG 543: Digital Signal Processing Lab

Optional Concentration in VLSI and Integrated Circuits

1. ELEG 548: Low Power VLSI Design
2. ELEG 458: Analog VLSI Circuit Design
3. ELEG 480: Digital Electronics
4. ELEG 482: Analog Integrated Circuits
5. ELEG 403: RF VLSI
6. ELEG 404: Digital VLSI / CPEG 348 VLSI Design
7. ELEG 446: Introduction to MEMS
8. ELEG 451: Intro. to Nanotechnology
9. ELEG 549: VLSI Testing
10. ELEG 448: Microelectronic Fabrication
11. ELEG 447: Semiconductors
Mechanical Engineering  Master of Science Degree

Chair: Junling Hu
Engineering Technology Building
Telephone: (203) 576-4575
Email: jjhu@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 enable 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 the Mechanical Engineering field at an advanced level and for further study leading to the doctoral. 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 double graduate degrees along with the M.S. degree in Mechanical Engineering. Candidates for these double 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 Double 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
- 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 spacecraft.
BIOMECHANICAL ENGINEERING
The Biomechanical Engineering area studies the application of mechanical engineering principles to the conception, design, development, analysis and operation of biomechanical 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), nanomaterials 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 interdisciplinary graduate program that enables you to seamlessly and easily integrate courses and concentrations offered by various departments and schools 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 industry certifications.

The MS in Technology Management program is accredited by the International Association for Management of Technology (IAMOT).

Our school has a strong internships 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 enterprise’s 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 Chain, 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
- or MGMT 555
- or MGMT 632
- or MGMT 723
- MGMT 523
- or MGMT 723
- TCMG 525
- Leadership, Teams and Managing Change
- 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/

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)
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, 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 150 is required in 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.

4. Comprehensive examination: written and oral (proposa 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 (proposa 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.

J. 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.

K. 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.

L. 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. Completing the course work requirements written comprehensive examination.
5. Admission to ‘Candidacy.’
7. Writing a dissertation proposal.
9. Completion of the seminar requirement and working on the proposed research topic.
10. Formation of the dissertation committee.
11. Approval of the dissertation by the dissertation committee.
12. Successful completion of the dissertation defense.
13. 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) 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 multi-disciplinary 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 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 must 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 (proposal 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 effective planning and execution of those technology based initiatives and the integration of their impact into the mainstream of an enterprises’ strategy, processes and operations.
- 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:**

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.

Familiarity with advanced concepts of methodologies in technology management.

Possessing a strong background in one or more engineering and technology area offered in the Ph.D. program.

Possessing a strong background in implementing new technology based businesses and ventures.

Being able to critically analyze problems and evaluate the benefits of alternative solutions in new technology-based international opportunities and corporate ventures.

Being able to work in a development team to address specific issues and problems.

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.

Being able to effectively teach in a higher education institution.

Being able to write quality research papers for inclusion in prominent journals, and research proposals for submission to funding agencies.

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
Technology Management Ph.D. Program

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 a minimum 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, experience, 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 three study options (see below and Appendix 1). A list and short description of core and elective courses by specialization is provided in Appendix 2.
  - **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).
  - **Focus on Area 2 – Current and Emerging Technologies – (Technology Specializations):** Number of courses to be taken in Area 2 is four from Area 2 and two from 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
  - **Combination of Areas 1 and 2 – Number of courses to be taken is two each from Area 1 and three 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).
Technology Management  Ph.D. Program

**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:
- Five Core Courses of three credit hours each.
- Additional five (three credit hours each) courses in specific areas**
- 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). Continuing 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,
Technology Management Ph.D. Program

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.

**DISSEMINATION DEFENSE EXAMINATION**

After securing 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 chair 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 prior to 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. in Technology Management Director and the Dean of the School of Engineering will recommend the Ph.D. degree, subject to the satisfaction of all other formal requirements.

**SUMMARY OF MILESTONES**

A summary of steps, not necessarily ordered, through which a student will proceed, is as follows:

- Admission to the Ph.D. program of Technology Management;
- Completing prerequisites, if needed;
- Completing the course work requirement for the Ph.D.;
- Passing the written comprehensive examination;
- Admission to ‘Candidacy’;
- Selection of a dissertation advisor;
- Writing a dissertation proposal and its oral defense;
- Formulation of the dissertation committee;
- Approval of the dissertation by the dissertation committee;
- Successful completion of the dissertation defense;
- Submission of completed and approved dissertation to the School of Engineering;
- Graduation with a Ph.D. degree in Technology Management.

**Course Requirements**

**CORE COURSES**

- Exploration in Research Methodologies (TMPD 702)
- Research Design, Analysis and Measurement (TMPD 704)
- Quantitative Methodologies (TMPD 706)
- 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 (TCMG 525)
- New Product Development & Commercialization (TCMG 580x)
- Small Business and Entrepreneurship (TCMG 645)
- Intellectual Property Management (TCMG 512)
- Project Management (TCMG 690)

**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)

**Summary & Short Course Descriptions**

**CORE COURSES FOR PH.D. TM STUDENTS**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMPD 702</td>
<td>Exploration in Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>TMPD 704</td>
<td>Research Design, Data 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>TCMG 694</td>
<td>Written Comprehensive Examinations</td>
<td>0</td>
</tr>
<tr>
<td>TCMG 698</td>
<td>Teaching Practicum</td>
<td>0</td>
</tr>
<tr>
<td>TCMG 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>MGMT 555</td>
<td></td>
<td></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 Product Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 565</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCMG 512</td>
<td>Intellectual Property Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCMG 523</td>
<td>Leadership, Teams &amp; Managing Change</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 523</td>
<td></td>
<td></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>MGMT 585x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCMG 595</td>
<td>Global Business/ Technology Capstone</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 592</td>
<td>Global Market Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 546</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCMG 620</td>
<td>Small Business and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 582</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCMG 599</td>
<td>Foundation of Business Process and Operations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 560</td>
<td>Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses to be approved by Advisor & Program Director
### AREA 2: BIO-TECHNOLOGY AND BIO-MEDICAL TECHNOLOGY, SYSTEMS AND PROCESSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEG/MEEG 508</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/ELEG 510</td>
<td>Medical Machines</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/ELEG 513</td>
<td>Biomedical Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/TCMG 535</td>
<td>Foundations of Bio Tech Sciences and Management</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/ELEG 547</td>
<td>Bio MEMS</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/TCMG 555X</td>
<td>Biotechnology and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/ELEG 562</td>
<td>Nanofabrication with Soft Materials</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/MEEG 563</td>
<td>Polymer Nanocomposites</td>
<td>3</td>
</tr>
<tr>
<td>BMEG 565</td>
<td>Biomedical Materials and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BMEG/TCMG 567X</td>
<td>Physiological Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BMEG 580</td>
<td>Tissue Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 551</td>
<td>Advanced Database Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses to be approved by Advisor & Program Director

### 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>
<tr>
<td>CPSC 555</td>
<td>Web-based Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 562</td>
<td>Information Assurance (Security)</td>
<td>3</td>
</tr>
<tr>
<td>CPSC/CPIC 571</td>
<td>Internet Computing</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 520</td>
<td>Information Systems Development and Design</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 533</td>
<td>Information Technology Strategy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>TCMG/MEEG 540</td>
<td>Simulation and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 521</td>
<td>Information Systems and Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>or ITKM 505</td>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>TCMG/CPIC 568X</td>
<td>Foundation of Information Analytics</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 571</td>
<td>Foundations of Service Management</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 571</td>
<td>Engineering</td>
<td>3</td>
</tr>
<tr>
<td>TCMG 549</td>
<td>Business Intelligence and Decision</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 548</td>
<td>Support Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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>Strategic Sourcing and Vendor</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 534</td>
<td>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>or MKTG 565</td>
<td>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 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 560</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other courses to be approved by Advisor & Program Director

Technology Management Ph.D. Program
COLLEGE OF ENGINEERING, BUSINESS, AND EDUCATION

Ernest C. Trefz School of Business Programs
**Accounting Bachelor of Science Degree**

*Chair, Undergraduate Programs:*
Dr. James K. Page  
Mandle Hall: 22  
Telephone: (203) 576-6533  
Fax: (203) 576-4388  
E-mail: japage@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.

### Learning Outcomes
**LEARNING OBJECTIVES**
- Acquire the knowledge necessary for the understanding of business data  
- Develop the technical skills necessary to measure, analyze, and interpret economic data  
- Learn how to effectively communicate economic data  
- 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

<table>
<thead>
<tr>
<th>CREDITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Business Program Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td>18</td>
</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

| ENG 101 | Composition and Rhetoric | 3 |
| Math 105 | Intermediate Algebra | 3 |
| Sci | Natural Sciences Core | 6 |
| Caps 390 | Capstone Seminar | 3 |
| Sosc | Social Sciences Core | 6 |

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct 101</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>Acct 103</td>
<td>Managerial/Cost Accounting</td>
</tr>
<tr>
<td>Acct 300</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>Acct 301</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>Blaw 251</td>
<td>Business Law I</td>
</tr>
<tr>
<td>Buad 101</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>Buad 102</td>
<td>Business Communications</td>
</tr>
<tr>
<td>Buad 382</td>
<td>Senior Project/Internship</td>
</tr>
<tr>
<td>Cais 101</td>
<td>Statistics</td>
</tr>
<tr>
<td>Cais 191</td>
<td>Computer Concepts</td>
</tr>
<tr>
<td>Cais 201</td>
<td>Introduction to Business Analytics</td>
</tr>
<tr>
<td>Econ 201</td>
<td>Principles of Economics - Macro</td>
</tr>
<tr>
<td>Econ 202</td>
<td>Principles of Economics - Micro</td>
</tr>
<tr>
<td>Engl 202</td>
<td>Advanced Composition (For Business)</td>
</tr>
<tr>
<td>Fin 209</td>
<td>Managerial Finance</td>
</tr>
<tr>
<td>Mgmt 200</td>
<td>Workforce Dynamics</td>
</tr>
<tr>
<td>Mgmt 301</td>
<td>Operations Management</td>
</tr>
<tr>
<td>Mgmt 320</td>
<td>Business Planning</td>
</tr>
<tr>
<td>Mgmt 350</td>
<td>Business Policy and Strategy</td>
</tr>
<tr>
<td>Mktg 205</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOUNTING ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct 210</td>
<td>Financial Accounting Systems</td>
</tr>
<tr>
<td>Acct 302</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>Acct 311</td>
<td>Taxation of Individuals</td>
</tr>
<tr>
<td>Acct 312</td>
<td>Taxation of Entities</td>
</tr>
<tr>
<td>Acct 327</td>
<td>Multinational Accounting</td>
</tr>
<tr>
<td>Acct 335</td>
<td>Auditing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREE ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May be selected from any University courses with the permission of the advisor. Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

### General Education Requirements

| ENG 101 | Composition and 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 Semester Hours: 120

### Suggested Program

**FIRST SEMESTER**

| BUAD 101 | Introduction to Business | 3 |
| ENGL 101 | Composition & Rhetoric | 3 |
| MATH 105 | Intermediate Algebra | 3 |
| FYS 101 | First Year Seminar | 3 |

**SECOND SEMESTER**

| AOCt 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 Econ - Micro | 3 |
| SOSC | Social Science Core | 3 |
| SCI | Natural Science Core | 3 |
| AOCt 103 | Managerial Accounting | 3 |

**FOURTH SEMESTER**

| 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**

| MGMT 301 | Major Elective | 3 |
| HUM | Operations Management | 3 |
| HUM | Humanities Core | 3 |
| Free Elective | 6 |

**SIXTH SEMESTER**

| BLAW 251 | Business Law I | 3 |
| CAIS 201 | Introduction to Business Analytics | 3 |
| MGMT 320 | Business Planning | 3 |
| HUM | Humanities Core | 3 |
| Free Elective | 3 |
### Seventh Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 382</td>
<td>Senior Project/Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Elective</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Eighth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</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></td>
<td>Major Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
</tr>
<tr>
<td>Program Requirements</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
</tr>
<tr>
<td>ACCT 101</td>
</tr>
<tr>
<td>ACCT 102</td>
</tr>
<tr>
<td>CAIS 101</td>
</tr>
<tr>
<td>CAIS 102</td>
</tr>
<tr>
<td>CAIS 191</td>
</tr>
<tr>
<td>LAW 251</td>
</tr>
<tr>
<td>MGMT 302</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
</tr>
<tr>
<td>ECON 202</td>
</tr>
<tr>
<td>ENGL C101</td>
</tr>
<tr>
<td>ENGL 202</td>
</tr>
<tr>
<td>FA</td>
</tr>
<tr>
<td>FYS 101</td>
</tr>
<tr>
<td>MATH C105</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>SOCSCI</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
</tr>
</tbody>
</table>

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
</tr>
<tr>
<td>CAIS 191</td>
</tr>
<tr>
<td>ENGL C101</td>
</tr>
<tr>
<td>FYS 101</td>
</tr>
<tr>
<td>MATH C105</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 102</td>
</tr>
<tr>
<td>CAIS 101</td>
</tr>
<tr>
<td>ENGL 202</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAIS 102</td>
</tr>
<tr>
<td>ECON 201</td>
</tr>
<tr>
<td>FA</td>
</tr>
<tr>
<td>LAW 251</td>
</tr>
<tr>
<td>SOCSCI</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 202</td>
</tr>
<tr>
<td>MGMT 302</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>SOCSCI</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
<tr>
<td>___________</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
</tr>
</tbody>
</table>

INTERNERSHIP/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.
Business Administration Bachelor of Science Degree

Assistant Dean-Student Services:
Dr. Timothy Raynor
Maneville Hall: 22
Telephone: (203) 576-4687
Fax: (203) 576-4388
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 other majors as well as courses in other academic disciplines such as political economy, psychology or sociology, may be chosen as elements of this major.

Learning Outcomes

LEARNING OBJECTIVES

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.

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

CREDITS

General Education Requirements 33
Business Administration Program Requirements 72
Free Electives 15
120

PROGRAM REQUIREMENTS

ACCT 101 Principles of Accounting I 3
ACCT 101 Managerial/Cost Accounting 3
BLAW 251 Business Law I 3
BUAD 101 Introduction to Business 3
BUAD 102 Business Communications 3
BUAD 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 209 Managerial Finance 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
72

GENERAL EDUCATION REQUIREMENTS

ENGL 101 Composition and Rhetoric 3
FYS 101 First Year Seminar 3
MATH C105 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
33

FREE ELECTIVES

May be selected from any University courses with the permission of the advisor.
Free Electives 15
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.

*Specific course requirements are described under each major description or course description section of this catalog.

Suggested Program

FIRST SEMESTER

BUAD 101 Introduction to Business 3
ENGL 101 Composition & Rhetoric 3
MATH C105 Intermediate Algebra 3
FYS 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
FIN 209 Managerial Finance 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
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.
Finance Bachelor of Science Degree

Chair, Undergraduate Programs:
Dr. James K. Page
Mandeville Hall: 22
Telephone: (203) 576-6533
Fax: (203) 576-4388
E-mail: jpage@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 an 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

- Learn financial concepts that provide the basis for careers in finance
- Develop the technical and analytical skills necessary for financial analysis
- Learn how to effectively communicate financial information
- Understand the role of finance in an organization's 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>35</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>

### FINANCE (B.S.)

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ENG C101 Composition and Rhetoric</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SCI Natural Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>HUM Humanities Core</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>FA Fine Arts Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAPS 390 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOSC Social Sciences Core</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ACCT 101 Principles of Accounting I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 103 Managerial/Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BLAW 251 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUAD 101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUAD 102 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUAD 382 Senior Project/Internship 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAIS 101 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAIS 191 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAIS 201 Introduction to Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 201 Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 202 Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 202 Advanced Composition (for Business)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 209 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 200 Work Force Dynamics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 301 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 320 Business Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 350 Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTG 205 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>54</td>
</tr>
</tbody>
</table>

**FINANCE ELECTIVES (SIX COURSES REQUIRED)**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ECON 311 Managerial Economics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECON 375 International Business Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 376 Business Forecasting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 321 Investment Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 345 Management of Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 365 Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 368 Financial Derivatives &amp; Risk Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 380 Multinational Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

**FREE ELECTIVES**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th><strong>Total</strong></th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total Semester Hours</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

### Suggested Program

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>BUAD 101 Introduction to Business</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 101 Composition &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 105 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FY 101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ACCT 101 Principles of Accounting I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 202 Advanced Composition (for Business)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CAIS 191 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SCI Natural Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUAD 102 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>MGMT 200 Work Force Dynamics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECON 201 Principles of Econ - Micro</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>sosc Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SCI Natural Science Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 103 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**FOURTH SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ECON 201 Principles of Econ - Macro</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAIS 101 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKTG 205 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 209 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOSC Social Science Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**FIFTH SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>MGMT 301 Operations Management</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HUM Humanities Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Free Elective</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

**SIXTH SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>BUAD 382 Senior Project/Internship</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>MAJOR ELECTIVE</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>FREE ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

**SEVENTH SEMESTER**

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>MGMT 350 Business Policy and Strategy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAPS 390 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>MAJOR ELECTIVES</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>FREE ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

**EIGHTH SEMESTER**

| CREDITS | **Total Semester Hours** | 120 |
Finance Bachelor of Science Degree

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 Business Bachelor of Science Degree**

**Chair, Undergraduate Programs:**
Dr. James K. Page
Mandeville Hall: 22
Telephone: (203) 576-6533
Fax: (203) 576-4388
E-mail: japage@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**
- Understand the economic, cultural, legal and political issues associated with international business
- Acquire the broad discipline knowledge that is basic to international business enterprises
- Develop cultural sensitivity and effective communication skills that enable them to communicate with others from diverse backgrounds
- 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 or 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>General Education Requirements</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business 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**

| ENG  | C101 Composition & Rhetoric | 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**                   | 30 |

**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 | 382 Senior Project/Internship | 3 |
| CAIS | 101 Statistics                | 3 |
| CAIS | 191 Computer Concepts         | 3 |
| CAIS | 201 Introduction to Business Analytics | 3 |
| ECON | 201 Principles of Economics - Micro | 3 |
| ECON | 202 Principles of Economics - Micro | 3 |
| ENGL | 202 Advanced Composition (for Business) | 3 |
| FIN  | 209 Managerial Finance        | 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 |
|      | **Total**                     | 54 |

**INTERNATIONAL BUSINESS ELECTIVES (SIX COURSES REQUIRED)**

| BUAD | 325 Import/Export | 3 |
| BUAD | 360 Business and International Law | 3 |
| BUAD | 361 International Sales (Commercial) Transactions | 3 |
| BUAD | 363 Settlement of International Business Disputes | 3 |
| BUAD | 366 International Business and Customs Unions or Other approved courses in a foreign language, study abroad, history, or political science. | 3 |
|      | **Total** 18 |

**FREE ELECTIVES**

| Total Semester Hours | 15 |

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 101</td>
</tr>
<tr>
<td>ENGL 101</td>
</tr>
<tr>
<td>MATH 105</td>
</tr>
<tr>
<td>FYS 101</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
</tr>
<tr>
<td>ENGL 202</td>
</tr>
<tr>
<td>CAIS 191</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>BUAD 102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 200</td>
</tr>
<tr>
<td>ECON 201</td>
</tr>
<tr>
<td>SOSC</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>ACCT 103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
</tr>
<tr>
<td>CAIS 101</td>
</tr>
<tr>
<td>MKTG 205</td>
</tr>
<tr>
<td>FIN 209</td>
</tr>
<tr>
<td>SOSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIFTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 301</td>
</tr>
<tr>
<td>HUM</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIXTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 251</td>
</tr>
<tr>
<td>CAIS 201</td>
</tr>
<tr>
<td>MGMT 320</td>
</tr>
<tr>
<td>HUM</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEVENTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 382</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIGHTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 350</td>
</tr>
<tr>
<td>CAPS 390</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Total Semester Hours | 120 |
INTERNATIONAL BUSINESS Bachelor of Science Degree

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.
Management and Industrial Relations 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

Curriculum and Program Requirements

The Management and Industrial Relations major prepares graduates to enter the workplace as supervisors, operations managers, human resource 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

ACCT 101 Principles of Accounting I 3
ACCT 102 Managerial/Cost Accounting 3
BLAW 251 Business Law I 3
BUAD 101 Introduction to Business 3
BUAD 102 Business Communications 3
BUAD 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 - Micro 3
ECON 202 Principles of Economics - Macro 3
ENGL 202 Adv. Composition (for Business) 3
FIN 209 Managerial Finance 3
MGMT 200 Workforce 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

MGMT 390 Leadership Lessons from the Movies 3
MGMT 340 Conflict and Negotiation 3
MGMT 342 Labor Law and Arbitration 3
Or other approved 300 level MGMT course 18

FREE ELECTIVES 15

Total Semester Hours 120

Suggested Program

First Semester

BUAD 101 Introduction to Business 3
ENGL 101 Composition & Rhetoric 3
MATH 1105 Intermediate Algebra 3
FYS 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 191 Natural Sciences Core 3
BUAD 102 Business Communications 3

Third Semester

MGMT 200 Work Force Dynamics 3
ECON 202 Principles of Economics - Micro 3
SOC 201 Social Science Core 3
SCI 191 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
FIN 209 Managerial Finance 3
SOC 201 Social Science Core 3

Fifth Semester

MGMT 301 Operations Management 3
HUM 191 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 191 Humanities Core 3
Free Elective 3

Seventh Semester

BUAD 382 Senior Project/Internship 3
Major Elective 9
Free Elective 3
Management and Industrial Relations  Bachelor of Science Degree

EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 350 Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Major Electives</td>
<td>6</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

INTERNERSHIP/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.
Marketing Bachelor of Science Degree

Chair, Undergraduate Programs:
Dr. James K. Page
Mandeville Hall: 22
Telephone: (203) 576-6533
Fax: (203) 576-4388
E-mail: japage@bridgeport.edu

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
• Learn to create a marketing mix to market products, services, and ideas to customers
• Acquire the knowledge to develop a marketing strategy
• Learn how to effectively communicate marketing information to their various constituencies
• 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

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Marketing Program Requirements</td>
<td>72</td>
</tr>
<tr>
<td>Free Electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG C101</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>6</td>
</tr>
<tr>
<td>EA</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>6</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 103</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 251</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 101</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 382</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 101</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 201</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>3</td>
</tr>
<tr>
<td>FIN 209</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 200</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 205</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>54</td>
</tr>
</tbody>
</table>

MARKETING ELECTIVES

(SIX COURSES REQUIRED)

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 306</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 307</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 308</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 309</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 319</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 325</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 339</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 342</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 348</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

FREE ELECTIVES

<table>
<thead>
<tr>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

Total Semester Hours **120**

Suggested Program

FIRST SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</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 Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 191</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 200</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 103</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 101</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 205</td>
<td>3</td>
</tr>
<tr>
<td>FIN 209</td>
<td>3</td>
</tr>
<tr>
<td>SOSC</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

FIFTH SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 301</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

SIXTH SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 251</td>
<td>3</td>
</tr>
<tr>
<td>CAIS 201</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

SEVENTH SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 382</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

EIGHTH SEMESTER

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 350</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

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.
Analytics and Systems Master of Science Degree

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
• 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

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.

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 re-
Business Administration Master of Business Administration Degree

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

• knowledge in all - and proficiency in at least one of - the basic business disciplines (accounting, economics, entrepreneurship, finance, human resources, information systems, leadership, management, and marketing).
• the ability to communicate ideas clearly and concisely in oral and written structures, and in formal and informal settings.
• 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.
• information literacy, proficiency with technology, and analytical techniques for decision-making.
• critical and logical thinking that integrates concepts across disciplines with creativity and integrity enabling them to successfully lead in a dynamic global environment.

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.

• ACCT505 Managerial & Cost Accounting
• ECON500 Economics & Finance
• ITKMS505 Information Technology & Quantitative Methods
• MGMT505 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
• ITKMS505 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 Business
• Marketing

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.

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.

Assessment

• 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.

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 (ACCT505) 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 (ITKMS505) 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 branding and consumer behavior.
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.

MBA/Engineering Partnership
In an arrangement, with the School of Engineering, approved Engineering courses offered by the College of Engineering are available for students in the MBA degree. Specific courses for this study are selected with - and approved by - the student's advisor.

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.

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.
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

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 waiver 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
- 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.

**STEM Designation**

The MS 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 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.

**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.
COLLEGE OF ENGINEERING, BUSINESS, AND EDUCATION

School of Education Programs
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
Email: 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 Academica.
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**

**FOUNDATION REQUIREMENTS**

- EDUC 502: Philosophical Foundations of Modern Education 3
- or EDUC 503: Differentiated Instruction: Building on Student Diversity 3
- HUMAN GROWTH AND DEVELOPMENT – 3 credits (required)
- EDUC 509: Psychological Foundations in Education 3

**SPECIAL EDUCATION – 3 credits (required)**
- EDUC 564: Education of the Exceptional Student 3

**PROFESSIONAL EDUCATIONAL REQUIREMENTS**

**CURRICULUM AND METHODS OF TEACHING METHODS AND MATERIALS – 6 credits (required)**

- (TWO OF THE FOLLOWING)
  - EDUC 441C: Methods and Materials in Teaching Mathematics 2
  - and EDUC 442C: Methods and Materials in Teaching Social Studies 2
  - and EDUC 443C: Methods and Materials in Teaching Science 2

**LITERACY – 9 credits (required)**

- EDUC 440C: Methods and Materials in Teaching Language Arts 3
- EDUC 573: Early Literacy Instruction 2
- and EDUC 574: Developmental Reading in the Elementary School 3

**STATUTORY REQUIREMENTS – 1 credit (required)**
- EDUC 511: Statutory Requirements in Education 1

**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

**ADDITIONAL PROGRAM REQUIREMENTS**

**ADDITIONAL GRADUATE COURSES AND ELECTIVES**

- Additional Graduate Coursework (Required if noted)
  - MATHEMATICS (Adviser approval is needed for this course.)
  - EDUC 399: College Math for Teachers 2
  - LITERACY AND ENGLISH LANGUAGE LEARNING

**COMMUNITY AND SOCIAL INNOVATION REQUIREMENTS**

- Additional Coursework Required if Noted
  - EDUC 430: Research and Report Writing 3
  - EDUC 570: Instruction for the English Language Learner 3
  - HIST 500: U.S. History for Teachers 3

**FINAL DEGREE REQUIREMENT**

**EXAMINATIONS (required for certification)**

- PRAXIS II and Connecticut Foundations of Reading Test

**Masters of Science in Secondary Education, Certification Track Programs**

**Planned Program of Study**

**PRE-PROFESSIONAL REQUIREMENTS**

**FOUNDATION REQUIREMENTS**

- EDUC 502: Philosophical Foundations of Modern Education 3
- or EDUC 503: Differentiated Instruction: Building on Student Diversity 3
- HUMAN GROWTH AND DEVELOPMENT – 3 credits (required)
- EDUC 509: Psychological Foundations in Education 3

**SPECIAL EDUCATION – 3 credits (required)**
- EDUC 564: Education of the Exceptional Student 3

**PROFESSIONAL EDUCATIONAL REQUIREMENTS**

**CURRICULUM AND METHODS OF TEACHING METHODS AND MATERIALS – 6 credits (required)**

- (Students must take the Methods and Materials course specific to the certification area).
  - EDUC 440C: Methods and Materials in Teaching Language Arts 3
- or EDUC 441C: Methods and Materials in Teaching Mathematics 3
- or EDUC 442C: Methods and Materials in Teaching Social Studies 3
- or EDUC 443C: Methods and Materials in Teaching Science 3

**CONTENT LITERACY & LITERATURE – 3 credits (required)**
- EDUC 575J: Reading and Writing in the Content Areas 3
- EDUC 583J: Reading and Writing in the Content Area 3
- or EDUC 443J: Methods and Materials in Teaching Mathematics 3

**FINAL DEGREE REQUIREMENT**

**EXAMINATIONS (required for certification)**

- PRAXIS II
- or EDUC 515J: Internship 3
- and EDUC 516J: Internship 3
- and EDUC 548J: Directed/Supervised Residence Teaching 6

**Specifc 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.
Education  
Master of Science in Elementary or Secondary Degrees, Sixth Year
Certificates of Advanced Studies, and Certification Areas

**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 443  
Methods/Materials, Teaching Social Studies  3

Students need to complete all requirements on their Planned Programs of Study and pass all performance assessments.

**English**

*Chair: Patricia Mulcahy-Ernt  
Email: mulcahy@bridgeport.edu*

**Requirements**

English major or 30 credits plus nine credits in related subject(s)

EDUC 440  
Methods/Materials, Teaching English  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.

**Master of Science in Elementary or Secondary Education, Certification Track Program in Remedial Reading and Remedial Language Arts**

*Chair: Patricia Mulcahy-Ernt*

**Requirements**

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
Education  Master of Science in Elementary or Secondary Degrees, Sixth Year
Certificates of Advanced Studies, and Certification Areas

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:

Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.

Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

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.

Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria

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:

Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.

Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

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.

Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria

A valid Connecticut teaching certificate (or proof of eligibility);

An appropriate regionally accredited Bachelor's degree;

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;

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;

A successful team interview with faculty;

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.

Planned Program of Study

PREREQUISITE REQUIREMENTS

- Foundations of Education 3
- Educational Psychology 3
- Children's or Adolescent Literature 3
- Special Education 3

PROFESSIONAL EDUCATION REQUIREMENTS

READING AND LANGUAGE ARTS – 8 credits (required)

- EDUC 440C Methods and Materials in Teaching Language Arts 3
- or EDUC 440M/J Methods and Materials in Teaching Language Arts 3
- and EDUC 574 Developmental Reading in the Elementary School 3
- and EDUC 575 Reading and Writing in the Content Area 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 PRACTICES IN READING AND LANGUAGE ARTS – 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

SECOND LANGUAGE LEARNING AND ACQUISITION – 1 credit (required)

- EDUC 570 Instruction for the English Language Learner 1

ADDITIONAL GRADUATE COURSEWORK (required if noted)

- EDUC 500 Research and Report Writing 3
- EDUC 515 Internship 3
- EDUC 516 Internship 3
- EDUC 570 Instruction for the English Language Learner 3
- EDUC 573 Early Literacy Instruction 2

FINAL DEGREE REQUIREMENT

(Choose one of the following)

- EDUC 566 Contemporary Educational Problems II 3
- EDUC 568 Studies in Literacy Research 1
- or EDUC 595 Thesis Research 2-6

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

M.A. Master of Science in Elementary or Secondary Education

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 a 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 – Early Childhood Education Concentration**

**Designed for Flexibility – Online, On-Campus, or Hybrid/Blended**

The M.S. degree with a concentration in Early Childhood Education is designed to promote quality early childhood 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMM 626</td>
<td>Principles of Early Childhood Education (ECE)</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>EDMM 657</td>
<td>Developmentally Appropriate ECE Classroom Environments</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>EDMM 628</td>
<td>Family and Community Partnerships within ECE</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>EDUC 560</td>
<td>Human Growth and Development</td>
<td>3</td>
<td>online</td>
</tr>
</tbody>
</table>

Total Core Courses: 12

The remaining 21 credits will be individually selected with the assistance of the student’s advisor.
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 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:

Reading professionals understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Reading professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support learning in reading and writing.

Reading professionals use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Reading professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

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.

Reading professionals recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Admissions Criteria
A valid Connecticut teaching certificate (or proof of eligibility);
An appropriate regionally accredited Master’s degree;
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;
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;
A successful team interview with faculty;
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**

**READING AND LANGUAGE ARTS - 9 CREDITS (REQUIRED)**
EDUC 440C Methods and Materials in Teaching Language Arts 3
or EDUC 440M/J Methods and Materials in Teaching Language Arts 3
and EDUC 574 Developmental Reading in the Elementary School 3
and EDUC 575M/J Reading and Writing in the Content Areas 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**

(Choosing one of the following):

**INDEPENDENT STUDY**
EDUC 668 Literacy Research Project 1
EDUC 669 Sixth Year Project 1-3

**TESIS 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.

Total Number of Credits:
Sixth Year degree Total Minimum: 30 Credits
Education  Sixth Year Certificate of Advanced Study (CAS) in Elementary or Secondary Education  Remedial Reading and Language Arts

*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.
Educational Administration and Supervision  Sixth Year Certificate of Advanced Study (CAS), Intermediate Administrator (092 Certification) Certification Track

Chair and Director: Gail Prelli
Carlson Hall, Room 101
Telephone: (203) 576-4218
Fax: (203) 576-4200
Email: emargoli@bridgeport.edu

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:

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.

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.

Establish positive learning environments by developing trust and credibility through meaningful relationships.

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/PEDAOGOGICAL
   *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 Contemporary Issues in Education Leadership
EDLD 614 Leadership & Management of School 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
1. Summary of Requirements

- **Education Leadership Strand**
  - EDLD 801 Program Development (6 Credits)
  - EDLD 804 Constitutional Law (6 Credits)
  - EDLD 805 Grant Writing, Procurement, and Policy (6 Credits)
  - EDLD 807 Organization Management (6 Credits)

- **Research and Evaluation Strand**
  - EDLD 811 Intro to Research (3 Credits)
  - EDLD 812 Quantitative Research (3 Credits)
  - EDLD 814 Qualitative Research (3 Credits)
  - EDLD 815 Mixed Methods (3 Credits)
  - EDLD 816 Action Research Project (3 Credits Repeatable up to 2X)

- **Dissertation Preparation Strand**
  - EDLD 813 Literature Review (3 Credits)
  - EDLD 845 Qualitative Research (3 Credits)
  - EDLD 846 Quantitative Research (3 Credits)
  - EDLD 850 Continuous Dissertation (0 Credits)

- **Postsecondary Teaching Experience**
  - EDLD 817 Postsecondary Teaching (2 Credits Repeatable up to 4X)

For 092 Certification Add
- EDLD 881a Administrative Internship (3 credits) + CAT Exam
- EDLD 884 Special Education for Administrators (3 Credits)

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 purpose of the dissertation proposal draft is to state the problem, purpose, research questions, methodology, and procedures to conduct the research project. The proposal draft will include a graphic depiction of the methodology and methods, and a timeline 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 throughout 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.
COLLEGE OF HEALTH SCIENCES
Acupuncture Institute

**Director:** Jennifer Brett, ND, L.Ac.
Health Sciences Center
60 Lafayette Street
Telephone: (203) 576-4122
Fax: (203) 576-4107
Email: acup@bridgeport.edu
jbrett@bridgeport.edu

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.

**Degrees:**
- Master of Science in Acupuncture (M.S.Ac.)
- Master of Science in Traditional Chinese Medicine (M.S.TCM)
- Master of Science in Chinese Herbology (M.S.CH.)
- Doctorate in Traditional Chinese Medicine (D.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 Herbology 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, moxibustion, 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 Herbology 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 system-atic masters-level program for health professionals in these therapies. The focus of this program is on 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 herbology, dietetics, tui na, taijiquan 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...
Acupuncture Institute

stresses a team-based approach to care.

Accreditation
The MS-Acupuncture, MS-Traditional Chinese Medicine and Doctorate of Traditional Chinese Medicine degree programs of the University of Bridgeport Acupuncture Institute are programmatically accredited by the Accreditation Commission for Acupuncture and Oriental 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.

Accreditation contact:
ACAOM
8941 Aztec Drive
Eden Prairie, Minnesota 55347
Phone 952/212-2434; fax 952/657-7068.
email: info@acaom.org

Educational Mission, Objectives & Goals

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:

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, qi 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. Conduct outreach clinics to:

   • Train students in integrative care settings;
   • Serves the local community; and
   • Instructs student interns in the diagnosis and treatment of health conditions in a diverse population

4. Conduct outreach clinics to:

   • Support the profession of acupuncture through community service; and
   • Train students in integrative care settings;

5. Produce graduates who can meet state and national licensure requirements.

Curriculum for Each Degree

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. Administer a professional and affordable treatment clinic that:

   • Serves the local community; and
   • Instructs 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.
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 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.

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 Institute**

### Acupuncture Curriculum

#### Semester 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARS 510 Anatomy 1</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>ARS 515 Physiology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 511 TCM History/Philosophy</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ATD 512 TCM Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 515 TCM Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>APT 511 Point Location 1</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>APT 512 Meridian Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AMR 511 Tai Ji Quan 2</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>ACS 511 Evidence Informed Practices</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>AWP 501 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>16</td>
<td>2.5</td>
<td>335</td>
<td>17.5</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARS 522 Anatomy 2</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>ARS 525 Physiology 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ATD 524 TCM Diagnosis 2</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AWP 526 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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total: 118 credits.
830 Clinical hours/26 credits;
1815 didactic hours/92 credits.

**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 (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 (830 hours in the acupuncture/general clinical care; 360 in the herbology clinic).

**CURRICULUM – MS-Traditional Chinese Medicine**

<table>
<thead>
<tr>
<th>Semester 1</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 I</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 I</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 I</td>
<td>0</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>COURSE</td>
<td>LECT.</td>
<td>LAB</td>
<td>HRS.</td>
<td>CR.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABS 522 Anatomy 2</td>
<td>4</td>
<td></td>
<td>72</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ABS 525 Physiology 2</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 524 Traditional Chinese Diagnosis 2</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 525 Point Location 2</td>
<td>1.5</td>
<td></td>
<td>45</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AMR 522 Taijiqiu 2</td>
<td>0</td>
<td></td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT 521 Western Nutrition</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AWB 521 ACMR 728 Tuina 3</td>
<td>1</td>
<td></td>
<td>45</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AWB 523 Pharmacology</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ATD 526 Seminar 1</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>14.5</td>
<td></td>
<td>533</td>
<td>16.5</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACS 612 Clinical Diagnosis 1</td>
<td>3</td>
<td></td>
<td>90</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACS 611 Pathology 1</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 614 Acupuncture Tech 1</td>
<td>2</td>
<td></td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMR 613 Qigong 1</td>
<td>0</td>
<td></td>
<td>15</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>AHM 613 Traditional Chinese Dietetics</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AHM 613 Lab Diagnosis</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AHM 521 Botanical Medicine</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 529 Seminar 2</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACH 511 Chinese Formulae and</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Constituents 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACS 711 Preceptorship 1</td>
<td>0</td>
<td></td>
<td>45</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>16</td>
<td></td>
<td>462</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACS 623 Clinical Diagnosis 2</td>
<td>3</td>
<td></td>
<td>90</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACS 624 Pathology 2</td>
<td>3</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 625 Acupuncture Techniques 2</td>
<td>2</td>
<td></td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMR 624 Qigong 2</td>
<td>0</td>
<td></td>
<td>15</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>APS 621 PhysiAssessment</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 626 Auricular &amp; Scalp Acupuncture</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACS 722 Preceptorship 2</td>
<td>0</td>
<td></td>
<td>75</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 727 Case Studies 1</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AWB 621 Medical Ethics</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACH 512 Chinese Formulae and</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Constituents 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>15</td>
<td></td>
<td>444</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Summer Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACS 631 Clinical Education 1</td>
<td>0</td>
<td></td>
<td>245</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ATO 637 Japanese Acupuncture Techniques</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AMR 627 Tuina 1</td>
<td>1</td>
<td></td>
<td>34</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AHM 635 CH Formulae 1</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 711 Differential Diagnosis &amp;</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pathomechanisms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>6</td>
<td></td>
<td>389</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Semester 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMR 715 Tuina 2</td>
<td>1</td>
<td></td>
<td>54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATO 715 Traditional Chinese Internal Medicine</td>
<td>2</td>
<td></td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ATD 728 Case Study 2</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ATD 729 Acupuncture Gynecology</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ATD 618 Seminar 3</td>
<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>16</td>
<td></td>
<td>353</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

### MS-Ch Curriculum

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 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.

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 UBAI on-campus clinic 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.)
Semester 1:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 624</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 619</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 511</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 512</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACC 628</td>
<td>2</td>
<td>0</td>
<td>48</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 7 4 256 9.5

Semester 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 620</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 520</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 618</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 519</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACC 629</td>
<td>2</td>
<td>0</td>
<td>48</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 7 2 191 8.5

Summer Session

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 630</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 520</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 620</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 522</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 6 0 108 6

Semester 3

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 616</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 520</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 619</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 522</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACC 631</td>
<td>2</td>
<td>0</td>
<td>48</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 5 5 255 8.5

Semester 4

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 621</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 619</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACS 522</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 4 0 72 4

Total All Semesters: 882 hours/36.5 credits

Electives:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT</th>
<th>LAB</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 511</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>ACS 521</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>AHM 617</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>ACH 622</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

Doctor of Traditional Chinese Medicine (DTCM) PROGRAM OF STUDY
The Doctor of Science 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 framework of oriental medicine and how acupuncture specifically affects the body within the oriental treatment paradigms. Emphasis is placed on the clinical applications of Chinese Materia Medica and classical and patent 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. 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 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. 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 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
ethic 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, efficiency 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, 430 integrative care clinical hours).

### DTCM CURRICULUM:

#### Semester 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS 511 Anatomy 1</td>
<td>4</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>ABS 515 Physiology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 512 Traditional Chinese Medicine Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 513 Traditional Chinese Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR 512 Taiji Quan 1</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
</tr>
<tr>
<td>APS 512 Meridian Theory</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ACS 511 Evidence Informed Practice</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>APS 513 Point Location 1</td>
<td>1.5</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>ATD 520 UBAI Clinical Safety Procedures</td>
<td>0.5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total: 16</td>
<td>2.5</td>
<td>333</td>
<td>17.5</td>
</tr>
</tbody>
</table>

#### Semester 3

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 612 Clinical Diagnosis 1</td>
<td>3</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>ACS 611 Pathology 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>APS 614 Acupuncture Tech 1</td>
<td>2</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>AMR 615 Qigong 1</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
</tr>
<tr>
<td>AMR 616 Traditional Chinese Dietetics</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ACS 613 Lab Diagnosis 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>AMR 621 Botanical Medicine</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 529 Seminar 2</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ACS 711 Preceptorship 1</td>
<td>0</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>ACS 641 Diagnostic Imaging</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Total: 14.5</td>
<td>3.5</td>
<td>333</td>
<td>16.5</td>
</tr>
</tbody>
</table>

#### Semester 4

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 623 Clinical Diagnosis 2</td>
<td>3</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>ACS 624 Pathology 2</td>
<td>3</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>APS 625 Acupuncture Techniques 2</td>
<td>2</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>AMR 624 Qigong 2</td>
<td>0</td>
<td>1.5</td>
<td>27</td>
</tr>
<tr>
<td>APS 626 Psych Assessment</td>
<td>2</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>ACS 722 Preceptorship 2</td>
<td>0</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>ATD 727 Case Studies 1</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>AMR 621 Medical Ethics</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ACS 523 Chinese Herb Formulæ and Constituents 3</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ACS 625 Physical Exam</td>
<td>2</td>
<td>0.5</td>
<td>45</td>
</tr>
<tr>
<td>ACS 626 Laboratory Diagnosis 2: Nutritional and functional analyses</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Total: 19</td>
<td>10</td>
<td>525</td>
<td>24</td>
</tr>
</tbody>
</table>

#### Summer Session

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LECT.</th>
<th>LAB HRS.</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 631 Clinical Education 1</td>
<td>0</td>
<td>12</td>
<td>245</td>
</tr>
<tr>
<td>APS 637 Japanese Acupuncture Techniques 1</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>AMR 627 Tuina 1</td>
<td>1</td>
<td>2</td>
<td>54</td>
</tr>
<tr>
<td>ACS 635 CH Formulae 1</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ACS 731 Clinical Procedures</td>
<td>2.5</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>ATD 711 Differential Diagnosis and Pathomechanisms</td>
<td>2</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Total: 8</td>
<td>14</td>
<td>425</td>
<td>17</td>
</tr>
</tbody>
</table>

---

### Total Credits

- **Didactic credits:** 118
- **Lab credits:** 87.5
- **Clinical hours:** 3956
- **Total credits:** 178

---

**Acupuncture Institute**
Acupuncture Institute

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

Note: For additional information about admissions requirements and procedures, transfer credit policies, rules and regulations for student conduct, attendance policies, grading policies, satisfactory performance and degree completion requirements, please see the Acupuncture Institute website and Acupuncture Institute Student Handbook which are official publications for these degree programs.
**School of Chiropractic**

**Director:** Michael Ciolfi, DC, MBA, DBA  
Eleanor Dana Hall  
30 Hazel Street  
Telephone: (203) 576-4278  
Fax: (203) 576-4483  
E-mail: mcioffi@bridgeport.edu

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 School of Chiropractic prepares students to be primary portal of entry health care providers. Each student is educated to arrive at a diagnosis, care for the human body, understand and relate fundamental scientific information, and to consult with, or refer to other health care providers.

The University of Bridgeport School of Chiropractic (UBSC) 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 clerkship. The program is offered on a full-time basis.

All requirements for the D.C. degree must be completed within 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 School of Chiropractic is accredited by the Commission on Accreditation of the Council on Chiropractic Education (CCE), 8049 N. 85th Way, Scottsdale, AZ 85258, 480-443-8877. The School of Chiropractic is also a member of the Association of Chiropractic Colleges (ACC).

**Mission Statement**  
To educate chiropractic students to be successful providers of highly-competent, patient-centered care by utilizing best practice educational methodologies, engaging in relevant scholarly activities, and providing effective service to our University, College, and local communities.

**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 and how that relationship affects 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, providing 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 primary 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 a complete health history; review of systems; physical exam, biomechanical and neurological examination; analysis of vertebral and extra-vertebral joint function; and, when clinically indicated, diagnostic imaging, clinical laboratory, and/or specialized diagnostic procedures;

C. Develop a goal-oriented case management plan that addresses any joint misalignment/function or other neuromechanical problems which 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 risks 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 portal-of-entry physician and practitioner of the healing arts, 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, and how that relationship affects the restoration and preservation of health.

Further, this application of science 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 care 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. “An accredited Doctor of Chiropractic Program (DCP) prepares its graduates to practice as primary portal-of-entry chiropractic physicians, and provides curricular and clinical evidence of such through outcome measures.” (From the Council on Chiropractic Education Standards for DCPs, July 2013).

It is the purpose of the University of Bridgeport School 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 UBSC 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 School of Chiropractic curriculum is divided into three phases: Basic Sciences, Clinical Sciences, and
### School of Chiropractic

Clinical Services.

**Semester Based Curriculum**

(18 WEEK PROGRAM PER SEMESTER)

#### YEAR ONE

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 511</td>
<td>Cell and Tissue Microscopic Anatomy and Physiology</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AN 512</td>
<td>Functional Anatomy and Biomechanics I: Spinal Anatomy</td>
<td>3</td>
<td>5</td>
<td>108</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>PP 511</td>
<td>Principles and Practice I: Chiropractic History and Philosophy</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BC 511</td>
<td>Biochemistry, Metabolism, and Nutrition</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PP 512</td>
<td>Principles and Practice II: Introduction to Evidence Based Practice</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AN 513</td>
<td>General Anatomy I: Viscera</td>
<td>3</td>
<td>3</td>
<td>108</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>TE 511</td>
<td>Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 511L</td>
<td>Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis Lab</td>
<td>0</td>
<td>3</td>
<td>54</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>AN 514</td>
<td>Clinical Embryology I</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>9</td>
<td>486</td>
<td>22.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 521</td>
<td>Diagnostic Imaging I: Normal Anatomy</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PH 521</td>
<td>Organ System Microscopic Anatomy and Physiology I</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NS 521</td>
<td>Neuroscience I</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PP 523</td>
<td>Principles and Practice III: Contemporary Chiropractic Studies</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AN 525</td>
<td>General Anatomy II: Head and Neck</td>
<td>3</td>
<td>3</td>
<td>108</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>AN 526</td>
<td>Functional Anatomy II: Extremities</td>
<td>3</td>
<td>5</td>
<td>108</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>MB 521</td>
<td>Clinical Microbiology I: Introduction to Infectious Diseases</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 522</td>
<td>Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 522L</td>
<td>Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities Lab</td>
<td>0</td>
<td>3</td>
<td>54</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>11</td>
<td>540</td>
<td>24.5</td>
<td></td>
</tr>
</tbody>
</table>

#### YEAR TWO

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 612</td>
<td>Neurosciences II</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PA 611</td>
<td>Fundamentals of Pathology</td>
<td>2</td>
<td>1</td>
<td>54</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>PH 612</td>
<td>Organ System Microscopic Anatomy and Physiology II</td>
<td>4</td>
<td>2</td>
<td>108</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MB 612</td>
<td>Clinical Microbiology II: Infectious Diseases</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 613</td>
<td>Technique Procedures I: Introduction to Full Spine Technique</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TE 613L</td>
<td>Technique Procedures I: Introduction to Full Spine Technique Lab</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DI 612</td>
<td>Diagnostic Skills II: Orthopedic and Neurology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 612L</td>
<td>Diagnostic Skills II: Orthopedic and Neurology Lab</td>
<td>0</td>
<td>4</td>
<td>72</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 611</td>
<td>Diagnostic Skills I: Physical Examination</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 611L</td>
<td>Diagnostic Skills I: Physical Examination Lab</td>
<td>0</td>
<td>3</td>
<td>54</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>DI 621</td>
<td>Diagnostic Imaging II: Normal Anatomy</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BC 612</td>
<td>Biochemistry, Metabolism and Nutrition</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>15</td>
<td>612</td>
<td>26.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 622</td>
<td>Systems Pathology</td>
<td>4</td>
<td>1</td>
<td>90</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>TE 624</td>
<td>Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 624L</td>
<td>Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique Lab</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 625</td>
<td>Diagnostic Imaging III: Bone Pathology</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MB 623</td>
<td>Public Health I: Intro to Public Health and Epidemiology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 625</td>
<td>Diagnostic Skills III: Orthopedic and Neurology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 625L</td>
<td>Diagnostic Skills III: Orthopedic and Neurology Lab</td>
<td>0</td>
<td>4</td>
<td>72</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 626</td>
<td>Technique Procedures III: Soft Tissue</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 626L</td>
<td>Technique Procedures III: Soft Tissue Lab</td>
<td>0</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CN 621</td>
<td>Clinical Nutrition I: Pathology and Assessment</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PP 624</td>
<td>Principles and Practice IV: Evidence-based Practice</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>13</td>
<td>594</td>
<td>26.5</td>
<td></td>
</tr>
</tbody>
</table>

#### YEAR THREE

<table>
<thead>
<tr>
<th>Semester Five</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 716</td>
<td>Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 716L</td>
<td>Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique Lab</td>
<td>0</td>
<td>4</td>
<td>72</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 714</td>
<td>Diagnostic Imaging IV: Arthritis and Trauma</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PT 711</td>
<td>Physiological Therapeutics I Modalities</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PT 711L</td>
<td>Physiological Therapeutics I Modalities Lab</td>
<td>0</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DD 711</td>
<td>Differential Diagnosis I: Internal Disorders</td>
<td>5</td>
<td>0</td>
<td>90</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>DD 711L</td>
<td>Differential Diagnosis I: Internal Disorders Lab</td>
<td>0</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CN 712</td>
<td>Clinical Nutrition: Treatment and Management</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PH 713</td>
<td>Toxicology &amp; Pharmacology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 717L</td>
<td>Technique Procedures V: Soft Tissue</td>
<td>0</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ER 711</td>
<td>Emergency Procedures</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>RS 711</td>
<td>Evidence Based Practice I</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PS 711</td>
<td>Clinical Psychology</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PP 715</td>
<td>Principles and Practice V: Ethics</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>14</td>
<td>768</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Six</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 725</td>
<td>Diagnostic Imaging V: Chest and Abdomen</td>
<td>1</td>
<td>2</td>
<td>54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 728</td>
<td>Technique Procedures VI: Advanced Chiropractic Technique</td>
<td>1</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DI 726</td>
<td>Diagnostic Imaging VI: Positioning and Physics</td>
<td>2</td>
<td>2</td>
<td>72</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DD 722</td>
<td>Differential Diagnosis II: Neuromusculoskeletal</td>
<td>4</td>
<td>0</td>
<td>72</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PT 722</td>
<td>Physiological Therapeutics II: Rehabilitation</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PT 722L</td>
<td>Physiological Therapeutics II: Rehabilitation Lab</td>
<td>0</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DI 725</td>
<td>Special Populations</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CS 721</td>
<td>Clinical Science I</td>
<td>2</td>
<td>4</td>
<td>108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MB 724</td>
<td>Public Health II: Community Health and Wellness</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BP 721</td>
<td>Documentation and Insurance Protocols: Billing and Coding</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BP 722</td>
<td>Business Procedures</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>RS 722</td>
<td>Evidence Based Practice II</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>14</td>
<td>612</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

#### YEAR FOUR

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 812</td>
<td>Clinical Services II</td>
<td>0</td>
<td>25</td>
<td>450</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>DI 827</td>
<td>Diagnostic Imaging VII: X-Ray Review</td>
<td>2</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TE 819</td>
<td>Technique Procedures VII: Advanced Chiropractic Technique</td>
<td>1</td>
<td>5</td>
<td>81</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BP 813</td>
<td>Starting a Chiropractic Practice and Office Management</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>RS 813</td>
<td>Evidence Based Practice III: Clinical Case Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5</td>
<td>28</td>
<td>585</td>
<td>19.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Eight</th>
<th>Number</th>
<th>Course</th>
<th>Lect.</th>
<th>Lab</th>
<th>Sem</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 823</td>
<td>Clinical Services III</td>
<td>0</td>
<td>25</td>
<td>450</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>RS 824</td>
<td>Evidence Based Practice IV: Completion and Submission</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>25</td>
<td>450</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>CS 824</td>
<td>Clinical Services IV (Six weeks)</td>
<td>0</td>
<td>0</td>
<td>150</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

181
Fones School of Dental Hygiene

**Director:** Dr. Marion Manski  
Health Sciences Center  
60 Lafayette Street  
Telephone: (203) 576-4138  
Fax: (203) 576-4220  
E-mail: mmanski@bridgeport.edu

**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 Civilization 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.

**Program Requirements**

**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, educators, 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 learning 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.

**Curriculum**

**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</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 205</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
SECOND YEAR _________________________

Summer:
DHYG 516 Concentrated Practicum
DHYG 503 Clinical and Didactic Educational Concepts

Fall:
DHYG 504 Student Teaching in Dental Hygiene
DHYG 512 Public Health

Spring:
DHYG 520 Dental Hygiene Capstone
DHYG 513 Contemporary Issues in Dental Hygiene

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 master student will then apply for graduation.
Health Sciences Bachelor of Science Degree

Director: 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.

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.

GENERAL EDUCATION REQUIREMENTS

The following General Education courses are required of all Health Science concentrations:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101: English Composition</td>
</tr>
<tr>
<td>FYS 101: First Year Seminar</td>
</tr>
<tr>
<td>PHIL 110: Healthcare Ethics</td>
</tr>
<tr>
<td>PSYC 103: Introduction to Psychology</td>
</tr>
<tr>
<td>MATH 105: Intermediate Algebra</td>
</tr>
<tr>
<td>BIOL 113: Anatomy and Physiology I</td>
</tr>
<tr>
<td>HUM 110: Humanities Core</td>
</tr>
<tr>
<td>SOSC 103: Social Science Core</td>
</tr>
<tr>
<td>FA 101: Fine Arts Core</td>
</tr>
<tr>
<td>MATH 203/203B: Statistics/Biostatistics</td>
</tr>
<tr>
<td>COPS 300: Capstone Seminar</td>
</tr>
</tbody>
</table>

Concentration Requirements & 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>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102: Intro to Literature</td>
</tr>
<tr>
<td>BIOL 100: Biology Study Skills</td>
</tr>
<tr>
<td>BIOL 102: Cell-Molecular Biology</td>
</tr>
<tr>
<td>BIOL 106: Microbiology</td>
</tr>
<tr>
<td>BIOL 114: Anatomy and Physiology II</td>
</tr>
<tr>
<td>MATH 109: Pre-Calculus</td>
</tr>
<tr>
<td>CHEM 103: General Chemistry I</td>
</tr>
<tr>
<td>CHEM 104: General Chemistry II</td>
</tr>
<tr>
<td>BIOL 307: Genetics</td>
</tr>
<tr>
<td>CHEM 205: Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 206: Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 209: Biochemistry</td>
</tr>
<tr>
<td>PHYS 101: General Physics</td>
</tr>
<tr>
<td>HSCI 101: Seminar in Health Care Prof</td>
</tr>
</tbody>
</table>

SUGGESTED PROGRAM – COMMUNITY HEALTH EDUCATION

FRESHMAN YEAR

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101: English Composition</td>
</tr>
<tr>
<td>FYS 101: First Year Seminar</td>
</tr>
<tr>
<td>PSYC 103: Intro to Psychology (SS)</td>
</tr>
<tr>
<td>MATH 105: Intermediate Algebra</td>
</tr>
<tr>
<td>HSCI 101: Seminar in Health Care Prof</td>
</tr>
<tr>
<td>HSCI 201: Medical Terminology</td>
</tr>
</tbody>
</table>

Total Semester Hours Required 120
**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 110</td>
<td>Health Care Ethics (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>FA 101</td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 205</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 250</td>
<td>Intro to Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 102</td>
<td>Current Topics in Hlth Sci</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours:** 16 (30)

**SOPHOMORE YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 113</td>
<td>Anat &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SOSC</td>
<td>Social Sciences Core</td>
<td>3</td>
</tr>
<tr>
<td>HUM C201</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)

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Intro to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 255</td>
<td>Comm Hlth Plan &amp; Eval</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 280</td>
<td>Community Hlth Promotion</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:** 17 (63)

**JUNIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Intro to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 203/B</td>
<td>Statistics/Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 330</td>
<td>Health Care Admin</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 14 (77)

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 114</td>
<td>Intro to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 326</td>
<td>Health Policy &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 365</td>
<td>Epidemiology for HS Prof</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 16 (93)

**SENIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 401</td>
<td>Health Sciences Info Lit</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 455</td>
<td>Health Sciences Sr Project</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours:** 15 (108)

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 110</td>
<td>Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 205</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 260</td>
<td>Intro to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Cellular Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours Required:** 16

**EXERCISE AND FITNESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>4</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 Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 471</td>
<td>Exercise Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 401</td>
<td>Health Sciences Information Literature</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>SCI</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 120

**SUGGESTED PROGRAM – EXERCISE AND FITNESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>4</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 Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 471</td>
<td>Exercise Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 401</td>
<td>Health Sciences Information Literature</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>SCI</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 67

---

**SOPHOMORE YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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</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:** 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 321</td>
<td>Exercise Science A&amp;P</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>HSCI 365</td>
<td>Epidemiology for HS Prof</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203B</td>
<td>Biostatistics Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Hours Required:** 16

**JUNIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 325</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 361</td>
<td>Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Sports Psychology</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

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 341</td>
<td>Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 351</td>
<td>Fitness &amp; Wellness Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 301</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>FA</td>
<td>Core Fine Arts Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours Required:** 13

**SENIOR YEAR**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 381</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CAPS 390</td>
<td>Capstone Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>HUM Core</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours Required:** 15

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 321</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSCI</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>HUM Core</td>
<td>Humanities Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours Required:** 15

---

**Health Sciences Bachelor of Science Degree**

185
SUGGESTED PROGRAM – NUTRITION CONCENTRATION

FRESHMAN YEAR

FALL SEMESTER
- ENGL 101 English Composition 3
- FYS 101 First Year Seminar 3
- HSCI 101 Seminar in Health Care Professions 1
- BIOL 100 Biology Study Skills 3
- MATH 105 Intermediate Algebra 3
- HSCI 201 Medical Terminology 1
Total Semester Hours Required 15

SPRING SEMESTER
- PHIL 110 Healthcare Ethics 3
- NUTR 205 Fundamentals of Nutrition 3
- ACCT 101 Principles of Accounting 3
- PSYC 103 Intro to Psychology 3
- BIOL 102 Cellular Molecular Biology 4
- HSCI 102 Current Topics in Health Science 1
Total Semester Hours Required 17

SOPHOMORE YEAR

FALL SEMESTER
- BIOL 113 Anatomy & Physiology I 4
- CHEM 113 Intro to Chemistry I 4
- MATH 203 Statistics 3
- HSCI 250 Intro to Public Health 3
- FA 101 Fine Arts Core 3
Total Semester Hours Required 15

JUNIOR YEAR

FALL SEMESTER
- HSCI 370 Clinical Herbology & Botany 3
- HUM 110 Humanities Core 3
- BIOL 105 Intro to Microbiology 4
- PSYC 201 Research Methods 3
- SOGC 101 Social Science Core 3
Total Semester Hours Required 15

SPRING SEMESTER
- CHEM 114 Intro to Biochemistry 4
- BIOL 114 Anat & Physiology II 4
- HSCI 260 Intro to Exercise Science 3
- HSCI 345 Comparative Diet Strategies 3
- MATH 203B Biostatistics Lab 1
Total Semester Hours Required 15

SENIOR YEAR

FALL SEMESTER
- HSCI 420 Food Service Management 3
- HSCI 460 Vitamins and Minerals 3
- HSCI or SCI Elective 3
- HSCI 101 Humanities Core 3
Total Semester Hours Required 15

SPRING SEMESTER
- CAPS 390 Capstone Senior Seminar 3
- HSCI 380 Nutrition Internship 3
- HSCI 401 HS Information Literature 3
- HSCI or SCI Elective 3
Total Semester Hours Required 12
Health Sciences  Doctor of Health Sciences

Director: Albert Grazia, Ph.D.
C. Dana Hall Room 142
Telephone (203) 576-4260
Fax: (203)576-4051
Email: a.grazia@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 three areas of concentration: clinician, nutrition 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 three tracks:
1) Clinician track
2) Nutrition track
3) Education track

Students will have the option of taking courses from other tracks, as electives.

This program has the potential to grow and add new tracks as demands and needs arise in the future.

Outcomes of the Program
- Become leaders with the skills and knowledge to initiate changes in healthcare environments
- 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

DISSERTATION
Each student will be assigned a faculty advisor prior to beginning their dissertation project. Students will complete a three-course 9 credit 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 the student, with the approval of their advisor. Students will be working with their advisor and receive guidance throughout the dissertation process. The dissertation for the D.H.Sc. degree may involve original research, or it can be a research paper, literature review, meta-analysis or a systematic review. The dissertation is a high-quality scholarly paper, presenting the student's research and findings, that is submitted in support of candidacy for the Doctor of Health Sciences degree. 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.

committees 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.

COURSE REQUIREMENTS (61 CREDITS)

CORE COURSES
HSCI 710  (3 Credits) Introduction to the U.S. Health Care System
HSCI 715  (3 Credits) Global Health Issues
HSCI 720  (3 Credits) Fundamentals of Clinical Trials
HSCI 730  (3 Credits) Healthcare Informatics
HSCI 735  (3 Credits) Data Analysis and Interpretation
HSCI 840  (3 Credits) Advanced Disease Processes and Treatment
HSCI 845  (3 Credits) Health Promotion and Disease Prevention
HSCI 850  (3 Credits) Integrative and Complementary Medicine

NUTRITION CONCENTRATION
HSCI 851  (3 Credits) Advanced Clinical Nutrition 1: Metabolic Health Issues and Cardiovascular Health
HSCI 852  (3 Credits) Advanced Clinical Nutrition 2: Digestive Health Issues
HSCI 853  (3 Credits) Advanced Clinical Nutrition 3: Chronic Degenerative Diseases and Cancer
HSCI 854  (3 Credits) Advanced Clinical Nutrition 4: Neurological and Behavioral Issues

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
Health Sciences  Doctor of Health Sciences

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.
School of Naturopathic Medicine

The School of Naturopathic Medicine is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.
School of Nursing

Director: Dawn Nair, DNP, MSN, APRN, APN-BC, CNE
Health Sciences Center, Room 319
Telephone: (203) 576-4142
Fax: (203) 576-4676
Email: dawnnair@bridgeport.edu

Degree Programs
Bachelor of Science in Nursing (BSN)
Master of Science in Nursing (MSN)

Bachelor of Science in Nursing (BSN) Program
The BSN Program is designed to prepare a graduate nurse for entry-level practice in a variety of healthcare settings, to provide the foundation for graduate education and/or continued education as a life-long learner, and to contribute to quality patient outcomes.

University of Bridgeport School of Nursing Vision and Mission
The vision of the School of Nursing is to educate professional nurses who display a commitment to clinical excellence, global healthcare, and lifelong learning.

The mission of the School of Nursing is to provide innovative, evidence-based healthcare education that prepares a professional nurse to provide compassionate care that incorporates professional values of caring, excellence, integrity and diversity in the delivery of safe, quality healthcare and advancement of the profession within a global society.

BSN Program Student Learning Outcomes (SLOs)
Student learning outcomes or SLOs are statements specifying what students will know, be able to do or be able to demonstrate when they have completed the nursing program. The UBSN program has nine (9) SLOs, all of which are equally important to achieve:

- Communicate using an ongoing interactive process that builds therapeutic interpersonal and inter-professional relationships for an increasingly interconnected healthcare environment.
- Apply the nursing process to provide patient-centered, evidence-based, clinically competent, contemporary professional nursing care.
- Apply critical thinking skills to support excellence in nursing practice and to provide comprehensive, compassionate, evidence-based nursing care across the life span.
- Promote healthy lifestyles through health education, health promotion strategies and population-focused interventions.
- Comprehend system-based practice and its impact on safe, quality patient care within the scope of professional nursing practice.
- Apply leadership and management skills in the provision of safe, quality and cost-effective care in the continuum of healthcare environments.
- Exercise innovative inquiry in the use of information and patient care technology with knowledge based on research for the improvement in patient outcomes.
- Practice within the values, ethics, and legal standards of professional nursing.

Pre-Nursing Curriculum
Students begin their journey towards a BSN in the Pre-Nursing program. During freshman year, students enroll in general education courses. By February 1st, Pre-Nursing students interested in pursuing a BSN must apply to the School of Nursing. Students admitted to the BSN program will begin core courses in the fall of their sophomore year. New transfer students may be eligible to enter directly into the sophomore year.

Bachelor of Science in Nursing (BSN) Program
Admission to the Bachelor of Science in Nursing Program through the University of Bridgeport School of Nursing (UBSN) is highly competitive. In addition to the general requirements listed below, candidates are also expected to have completed a rigorous curriculum of general education, math, and science foundation coursework, as listed in the Program Prerequisites below, to be eligible to apply. Relevant admissions information can be found below for each applicant student type.

Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS) Examination scores will be used in the evaluation of candidates for the BSN Program.

BSN Program Prerequisites
(To be completed prior to matriculation)
Anatomy & Physiology I 4 credits
Anatomy & Physiology II 4 credits
Introductory Chemistry 4 credits
English Composition 3 credits
Introduction to College Algebra and Statistics 3 credits
Public Communication 3 credits
Introduction to Psychology 3 credits
Lifespan Development 3 credits
Principles of Sociology 3 credits
Freshman Seminar / Liberal Arts Elective* 3 credits

Additional Recommended Co-Requisite Coursework
Microbiology 4 credits
Statistics 3 credits
Fine Arts Elective 3 credits
Humanities Electives 6 credits

Nursing: 65 Credits
General Education: 55 Credits
Total Credits: 120
### School of Nursing

**Bachelor of Science in Nursing (BSN) Program Curriculum**

#### Pre-Nursing (Non-Degree) Curriculum

<table>
<thead>
<tr>
<th>YEAR I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 113 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101 Freshman Seminar/Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103 Introduction to College Algebra and Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 16 Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 114 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 110 Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113 Introductory to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 205 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 17 Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 106 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 201 Intro to Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 202 Fundamentals of Professional Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 204 Health Promotion I: Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 16 Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 206 Health Maintenance &amp; Restoration I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 208 Pharmacology for the Professional Nurse</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 15 Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 314 The Research Process in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 316 Health Maintenance &amp; Restoration II</td>
<td>6</td>
</tr>
<tr>
<td>General Elective (HSCI 230 rec.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 15 Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 323 Essentials of Family Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 328 Health Policy &amp; Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>NURS 318 Essentials of Psych/Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total – 15 Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 344 Health Promotion II: The Community</td>
<td>5</td>
</tr>
<tr>
<td>NURS 345 Leadership &amp; Management Roles in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 326 Health Maintenance &amp; Restoration III</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total – 14 Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER – 16 WEEKS</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 357 Current Issues &amp; Trends in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 358 Transition to Prof. Practice: Sr. Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NURS 393 Nursing Capstone II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total – 12 Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Requirements**

In order to graduate from the BSN program, students must complete 55 credits in general education and 65 credits in nursing, totaling 120 credits. Along with a solid foundation in nursing, graduates of the program will be eligible to sit for the National Council Licensure Examination (NCLEX-RN® Exam).

**Additional Policies**

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.

**RN to BSN Completion Program**

The University of Bridgeport RN to BSN Completion Program in the School of Nursing prepares the graduate nurse for quality practice, career development and the educational mobility to advance into graduate nursing programs. The RN to BSN completion program curriculum is a total of 120 credits of which 28 credits are in nine upper level nursing courses.

**Program Pre-Requisites/Requirements**

- NURS301 Theory and Evidenced Based Practice has a pre-requisite course, MATH203/DH315 Statistics.
- NURS303 Community Health requires health clearance, background and drug testing.
- NURS303 requires students to select a community site for NURS310 Population and Global Health and complete a 35-hour learning experience during the course to expand their professional practice into the community.

**RN to BSN Completion Program (BSN) Curriculum**

The nine BSN upper level nursing courses exist in three tier groups to establish a level of progression from introductory courses to mid-level courses and finishing with the final three courses including the Nursing Capstone course. The RN student may complete courses at the mid-level prior to completing all three introductory courses with approval from their advisor.

No placement examination is required, and applicants may transfer up to 64 credits from previous nursing program coursework from an accredited program. The total curriculum credits are 120 with 28 from the upper level nursing BSN courses. The RN to BSN Completion Program offers the RN student the opportunity to earn the BSN degree in a reasonable timeframe without repetition of learning in an environment that acknowledges the knowledge, skills and abilities the RN brings to the learning environment. The curriculum assists the RN to enhance the role of the professional nurse in today’s complex health care environments. The curriculum is designed for professional growth and further development of critical thinking, analysis and decision-making, utilization of evidence-based practice, and communication within inter-disciplinary practices in a variety of health care settings.
## School of Nursing

### RN to BSN Completion Program (BSN) Curriculum

<table>
<thead>
<tr>
<th>UNIVERSITY CORE COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103 or higher</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 113 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 114 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Sociology 101</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Child/Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total University Core Courses</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS/TRANSFER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 106 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203/DH 315 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Basic Nursing Program Block Transfer</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total Program Requirements</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Level BSN Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER ONE - INTRODUCTORY COURSES</td>
<td></td>
</tr>
<tr>
<td>NURS 302 Nursing Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 304 Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 307 Informatics</td>
<td>3</td>
</tr>
<tr>
<td>TIER TWO - MID-LEVEL</td>
<td></td>
</tr>
<tr>
<td>NURS 301 Theory &amp; Evidenced Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 303 Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 306 Quality, Safety and Policy</td>
<td>3</td>
</tr>
<tr>
<td>TIER THREE - FINAL COURSES</td>
<td></td>
</tr>
<tr>
<td>NURS 305 Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 310 Population and Global Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 308 Nursing Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Upper Level BSN Courses</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Elective Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total RN to BSN Completion Program</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

### Additional Policies

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.

### Master of Science in Nursing (MSN) Program

The MSN Program is an online program, dual-focused in nursing leadership & education. Based on the AACN Essentials for Master’s Nursing Education, MSN programs prepare nurses as leaders and educators in order to expand career opportunities and forge partnerships between education and practice settings. Nurse leaders will have the skills to collaborate with and within healthcare systems, to enhance patient outcomes. The core three advanced practice content is required. The broad-based curriculum also includes integrating concepts from epidemiology, social, scientific and environmental evidenced based data and business management principles in an effort to synthesize core leadership in nursing content from the perspective of a nurse educator and leader. Curriculum design, learning theory and evaluating outcomes are core areas for a nurse educator and essential to understanding and creating educators and leaders who uphold professional educational standards in an academic or clinical setting. This unique skill set is innovative in responding to the recommendations of the IOM report, “The Future of Nursing: Leading Change, Advancing Health” (2010). Leadership & Education MSN graduates will assimilate in a variety of healthcare settings with the educational foundation for a terminal doctoral degree.

### MSN Program Student Learning Outcomes (SLOs)

Student learning outcomes or SLOs are statements specifying what students will know, be able to do or be able to demonstrate when they have completed the masters of science nursing program. The UBSN program has (8) SLOs, all of which are equally important to achieve:

- Apply leadership & decision making skills in the provision of quality & safe care delivery to individuals & populations across healthcare delivery systems.
- Integrate epidemiological, social, core scientific and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote optimal health.
- Engage in Scholarship to direct evidenced-base practice and decision-making.
- Employ principles of business management within healthcare systems/organizations.
- Demonstrate competence in communication and collaboration required to advance inter-professional partnerships.
- Incorporate knowledge of curriculum development and design, implementing, and evaluating health education programs.
- Demonstrate competency as a leader and educator in nursing including upholding the professional nursing standards and policies.
- Incorporate ethical principles for promoting a just culture for leading and educating compassionate nursing practice.

### MSN Program Tracks

Students may begin their journey towards an MSN in the RN to BSN online program. Current associate and diploma nurses may obtain a BSN in the UB RN to BSN program then continue to the MSN program in an accelerated track. This provides a seamless progression saving students time and money when three MSN level nursing courses in the MSN program are waived. Similarly, for those with a non-nursing bachelor’s degree, an accelerated RN to MSN degree track is available (no BSN conferred) as a path to completing the MSN. Current RN to BSN students interested in pursuing the MSN should apply in their next to final semester in the RN to BSN program. Students admitted to the MSN program will begin with the direct care core graduate level courses.

### Pre-requisites/admission requirements

Admission to the Masters of Science in Nursing Program through the University of Bridgeport School of Nursing (UBSN) is competitive. Each track below has specific requirements. Relevant admissions information is provided for each applicant student type. The GRE is not required.
Online MSN in Leadership & Education

All potential MSN candidates must complete a graduate program online application and submit the following requirements based on the entering track:

1. University of Bridgeport BSN to MSN Program Requirements:
   - Cumulative GPA > 3.0
   - One professional letter of recommendation
   - A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
   - Current unencumbered RN license

2. BSN to MSN Program
   - Cumulative GPA > 3.0 from an accredited BSN nursing program
   - Two professional letters of recommendation
   - A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
   - Completion of MATH203 Elementary Statistics with a C+ or better
   - Current unencumbered RN license

3. RN to MSN students
   - a non-nursing bachelor’s degree from an accredited program
   - an associate’s degree or diploma from an accredited school of nursing
   - Cumulative GPA > 3.0
   - Two professional letters of recommendation
   - A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
   - Current unencumbered RN license

Master of Science in Nursing (MSN) Online Program Curriculum

Option 1. UB RN to BSN to MSN Nursing Curriculum (BSN Conferred)

Option 2. BSN to MSN Nursing Curriculum

Option 3. RN to MSN Nursing Curriculum

YEAR I

FALL SEMESTER - 15 WEEKS
NURS 550 Advanced Pharmacology 3
NURS 560 Advanced Health Assessment & Advanced Pathophysiology 3

SPRING SEMESTER – 15 WEEKS
NURS 602 Curriculum Development & Design 3
NURS 604 Teaching, Assessment & Evaluation of Outcomes 3

YEAR II

FALL SEMESTER – 15 WEEKS
NURS 606 Resource Management & Finance 3
NURS 608 Organizational Leadership 3

SPRING SEMESTER – 15 WEEKS
Elective 3
Elective 3

YEAR III

FALL SEMESTER – 15 WEEKS
NURS 610 Educator Practicum 3
NURS 612 Leadership Practicum 3

SPRING SEMESTER – 15 WEEKS
Elective 3
Elective 3

Total Credits 39

School of Nursing
School of Nursing

YEAR III

FALL SEMESTER – 15 WEEKS

NURS 610 Educator Practicum 3
NURS 612 Leadership Practicum 3

Total Credits 6

Graduation Requirements

In order to graduate from the MSN program, students must complete all required credits in their program track.

UB RN to BSN – 30 credits
BSN to MSN – 39 credits
RN to MSN – 48 + required prerequisites not completed or transferred

Along with a solid foundation in nursing, graduates of the program will be encouraged to meet the National League for Nursing (CNE) Certified Nurse Educator Exam work requirements so they may become eligible to sit for the exam.

Additional Policies

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.
Nutrition Institute

**Director:** Karen Siclare, MS CNS  
Eleanor Dana Hall, Room 113A  
Telephone (203) 576-2379  
E-mail: ksiclare@bridgeport.edu

**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.

**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. Demonstrate the ability to successfully complete the UB comprehensive exam.

**Degree Requirements**  
Degree candidates must complete the courses listed in the 50 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 master's course. A research project (thesis) is an elective option and not required.

**Joint Programs**  
A joint program with the UB Colleges of Chiropractic has been established to allow students to pursue the M.S. degree in Human Nutrition while working on the D.C degree. Students who have completed the fifth semester of chiropractic 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.

**Master of Science Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 560A</td>
<td>Pathophysiologic Basis of Metabolic Disease</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560B</td>
<td>Biochemistry of Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560C</td>
<td>Vitamins and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560E</td>
<td>Nutrition Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560D</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560F</td>
<td>Nutritional Therapeutics</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560G</td>
<td>Lifelong Healing with Food</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560H</td>
<td>Developmental Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560I</td>
<td>Functional Medicine Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560K</td>
<td>Virtual Clinic</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560M</td>
<td>Evidence Based Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560N</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>NUTR 560P</td>
<td>Botanical Medicine</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560U</td>
<td>Introductory Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 560V</td>
<td>Fundamentals of Nutrition</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total       |                                                 | 50      |
Director: Lauren Weindling
Eleanor Dana Hall
30 Hazel Street
Telephone: (203) 576-2399
E-mail: lweindli@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

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: Adiuvare, Mederi, Communiter - 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 three 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 research semester teaches the basics of evidence-based medicine and research methods. 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

<table>
<thead>
<tr>
<th>TERM I</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 511</td>
<td>Anatomy I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 521</td>
<td>Physiology I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 551</td>
<td>History &amp; Physical Exam I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 529</td>
<td>Clinical Medicine I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MSPA 565</td>
<td>Integrative Medicine &amp; Practice</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 575</td>
<td>Global Health &amp; Preventive Medicine</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM II</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 512</td>
<td>Anatomy II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 522</td>
<td>Physiology II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 552</td>
<td>History and Physical Exam II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 581</td>
<td>Pharmacology I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 530</td>
<td>Clinical Medicine II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MSPA 534</td>
<td>Correlative Medicine I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM III</th>
<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>
<td></td>
</tr>
<tr>
<td>MSPA 556</td>
<td>Patient Education, Nutrition, and Counseling</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 542</td>
<td>Correlative Medicine II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 572</td>
<td>Pharmacology II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSPA 591</td>
<td>Technical Skills</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 574</td>
<td>Medical Ethics &amp; Professional Practice</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<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>
<td></td>
</tr>
<tr>
<td>MSPA 671</td>
<td>Research Methods</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 661</td>
<td>Capstone Project I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MSPA 651</td>
<td>Internal Medicine Clerkship</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM V</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 652</td>
<td>Pediatrics Rotation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MSPA 653</td>
<td>Surgery Rotation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MSPA 654</td>
<td>Emergency Medicine Rotation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM VI</th>
<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>
<td></td>
</tr>
<tr>
<td>MSPA 656</td>
<td>Family Medicine Rotation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM VII</th>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 657</td>
<td>Psychiatry Rotation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MSPA 658</td>
<td>Elective Rotation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MSPA 695</td>
<td>Graduate Practice Logistics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MSPA 662</td>
<td>Capstone Project II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Total: 105
COURSE OF INSTRUCTION

Undergraduate Programs
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
Offered: Spring/Fall Only

**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; Minimum grade C.

3 Semester hours
Offered: Spring Only

**ACCOUNTING 103 Managerial/Cost Accounting**

Introduction to Managerial and Cost Accounting used by management in conducting daily operations, planning future operations, and developing overall business strategies. Topics include Process Cost Systems, Cost Behavior and Cost-Volume-Profit Analysis, Profit Reporting for Management Analysis, Budgeting, Performance Evaluation Using Variances from Standard Costs, and Cost Allocation and Activity-Based Costing. Prerequisite: Accounting 101 and 102; Minimum grade C.

3 semester hours
Offered: Spring/Fall Only

**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. Prerequisite: Accounting 101.

3 semester hours
Offered: Fall only

**ACCOUNTING 300 Intermediate Accounting I**


3 semester hours
Offered: Fall only

**ACCOUNTING 301 Intermediate Accounting II**


3 semester hours
Offered: Spring only

**ACCOUNTING 302 Advanced Accounting**

Coverage of selected advanced topics including accounting for investments, accounting for mergers and acquisitions, consolidation and currency translation, segment reporting, and accounting for government and not-for-profit organizations. Prerequisite: Accounting 301.

3 semester hours
Offered: Spring only

**ACCOUNTING 311 Taxation of Individuals**

Study of accounting and income tax law as it applies to individual and business entities. Concepts of gross income, allowable deductions and credits, determination of tax liabilities. Prerequisite: Accounting 101, Accounting 102.

3 semester hours
Offered: Fall Only

**ACCOUNTING 327 Multinational Accounting**

A global perspective on accounting practices. Development and role of accounting in selected countries, comparative practices in financial reporting and disclosure, setting international accounting standards, and examinations of auditing and taxation issues. Prerequisite: Accounting 101.

3 semester hours
Offered: Fall only

**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
Offered: Spring only
Arabic

ARABIC 101
Elementary Arabic I
In this course students are introduced to the Arabic language and culture. Basic skills in speaking, listening, reading, and writing are developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach an intermediate level of Arabic language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in target language on a range of topics; express opinions/feeling about a range of topics; read and comprehend medium length texts; write medium complexity sentences. Prerequisite: Arabic 103. 3 semester hours

ARABIC 102
Elementary Arabic II
This course builds on the foundations laid in Arabic 101 and continues to introduce students to Arabic language and culture. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course students are expected to reach a beginner level of Arabic language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; engage in a conversation in a target language on a familiar topic; express opinions/feelings about a familiar topic; read and comprehend short simple texts; write short simple sentences. Prerequisite: Arabic 101. 3 semester hours

ARABIC 103
Intermediate Arabic I
This course builds on the foundations laid in Arabic 101 and Arabic 102 and provides an opportunity to improve Arabic language proficiency beyond the beginner level. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. Prerequisite: Arabic 102. 3 semester hours

ARABIC 104
Intermediate Arabic II
This course builds on the foundations laid in Arabic 103. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and

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 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 drawing. 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 199A, 199B
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 DESIGN 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 103, ADSN 104, ADSN 105 and ADSN 106.
*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. Emphasis is placed on utilizing new and established 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 207 Illustration I. An emphasis is placed on creative problem solving and simultaneous technical development. Editorial illustration for books, magazines, and advertising, etc. for an electronic prepress environment is accompanied with learning advanced paint, photo-manipulation and logo software. Prerequisite: 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
Semiology (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 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 designed to develop an appreciation for 3-Dimensional form.
*3 semester hours*

ART & DESIGN 222
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 tak-
ing, 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

GRAPHIC DESIGN 255

Studio I

Print Design I – Fundamentals of page composition. Students will demonstrate an understanding of basic typographic and page composition principles through a variety of traditional and digital mediums. Prerequisites: ADSN 103 and ADSN 119.

3 semester hours

GRAPHIC DESIGN 256

Studio II

Print Design II – Intermediate print design. This course explores the combination of type and image on the printed page. The course focuses on using grids, along with the basic principles of typography as methods for organizing content in print. Prerequisites: Gdsn 255 (DS I).

3 semester hours

GRAPHIC DESIGN 304

Business Practices & 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

GRAPHIC DESIGN 305

Studio III

Print Design III – Advance printing design: Students will create campaigns to cover all aspects of identity design, from business stationary to promotional brochures, packaging design and environmental signage. Techniques for reinforcing a corporate identity will be covered. Prerequisites: GDSN 256 (DS II).

3 semester hours

GRAPHIC DESIGN 306

Studio IV

Web Design: Producing and displaying design content for the Web branch of the Internet and adapting that content to the requirements and restrictions of that medium. Students will develop skills in using mark-up languages to make functional and accessible documents for the World Wide Web, develop skills in structuring, linking, and maintaining multiple documents within a web site, and develop skills in incorporating visual elements to enhance information. Prerequisites: GDSN 305 (DS II).

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, gum bicromate 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 355

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: GDSN 306 (DS IV)

3 semester hours

GRAPHIC DESIGN 356

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 documentation, as well as a complete portfolio.

3 semester hours

ART & DESIGN 357

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**

**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 direct 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 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

**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/project 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 non-chip cutting, welding, chemical and mechanical joining, and the finishing processes available. Students will develop an individual or group project and complete a semester research/project 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 CADD**  
This course is an introduction to computer aided 3D Modeling. Subjects covered will include Introduction and Interface, drafting 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 CADD**  
This is an intermediate 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

**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 305**  
**Industrial Design Studio III**  
A studio course where complex product design projects are assigned. These projects will begin with simple, electrically powered products, and advance through more sophisticated electromechanical products. Emphasis will be placed on aesthetic development, user requirements, and design for manufacturability. Students will be expected to produce a report for each project and for the semester. A professional portfolio will be further developed. Prerequisite: IDDSN 256, IDDSN 218A&B, and IDDSN 309.  
3 semester hours
Art & Design

INDUSTRIAL DESIGN 306
Industrial Design Studio IV
Continuation of IDDSN 305.
3 semester hours

INDUSTRIAL DESIGN 309 (IDDSN 309/ITDSN 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

INDUSTRIAL DESIGN 311 (IDDSN 311/ITDSN 311)
Exhibit Design
A course exploring the fields of display and exhibit design including trade shows, fairs, theme exhibits, mobile exhibits, pavilion and museum design, point of purchase, window and showroom design. The student will be exposed to a variety of project experiences including rendered presentations, model making and construction details. Area included will cover special effects, dioramas, crowd flow management, lighting design, acoustics, graphics, signage, subcontract specifications and portfolio techniques unique to the field. Field trips. Prerequisite: ADSN 205, ADSN 206.
3 semester hours

INDUSTRIAL DESIGN 355
Industrial Design Studio V
A studio course where complex product system projects are assigned. Projects will include sophisticated electromechanical products. Emphasis will be placed on research, aesthetic development, user requirements, and design for manufacturability. Project reports will be generated which will include detailed analysis, synthesis, material specification, and complete design documentation. A professional portfolio will be completed. When possible, the student is encouraged to work with other professions like engineering and with corporate sponsorship. Prerequisite: IDDSN 306.
3 semester hours

INDUSTRIAL DESIGN 356
Industrial Design Thesis
A studio course where individual and interdisciplinary group projects of complex product systems are initiated and executed by the student(s). Projects will include sophisticated computer controlled electromechanical products and systems. Emphasis will be placed on research, aesthetic development, user requirements, material specifications, and design for manufacturability. A thesis report will be generated, which will include detailed analysis and synthesis, material specification and complete design documentation, including a set of working drawings and a final model and rendering. A professional portfolio will be completed. Prerequisite: IDDSN 355.
3 semester hours

INDUSTRIAL DESIGN 398
Internship I & II
Summer internship 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. A portfolio of projects is required. 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.
1-6 semester hours each

INDUSTRIAL DESIGN 399
Special Projects
This is an advanced studio course for competitions, sponsored projects, and other design projects like furniture and lighting. Students will develop a semester research/project report.
1-9 semester hours

INTERIOR DESIGN 107 (ITDSN 107/IDDSN 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 hour

INTERIOR 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

INTERIOR 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 hour 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 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
**Art & Design**

**INTERIOR DESIGN 218C (ITDSN 218C/IDDSN 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*

**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 VI**

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*

**INTERIOR DESIGN 311 (ITDSN 311/IDDSN 311)**

**Exhibit Design**

A course exploring the fields of display and exhibit design including trade shows, fairs, theme exhibits, mobile exhibits, pavilion and museum design, point of purchase, window and showroom design. The student will be exposed to a variety of project experiences including rendered presentations, model making and construction details. Area included will cover special effects, dioramas, crowd flow management, lighting design, acoustics, graphics, signage, subcontract specifications and portfolio techniques unique to the field. Field trips. Prerequisite: ADSN 205, ADSN 206.

*3 semester*

**INTERIOR DESIGN 312**

**Furniture Design**

Students will have an opportunity to do specialized design work in furniture. Exploration of materials, colors, textures, forms, human factors and manufacturing techniques to create uniquely aesthetic and functional solutions to furniture design problems. Students will be required to do free hand and orthographic
Biology

Biology 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

Offered: Fall and Spring

Biology 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. Prerequisites: Biology 100 or Biology 113, C or better, or instructor’s permission. Co-requisites: Math 105

3 class periods; 1 three-hour laboratory; 4 semester hours

Offered: Fall and Spring

Biology 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: Biology and chemistry with grade C or better.

3 class periods; 1 three-hour laboratory; 4 semester hours

Offered: Fall and Spring

Biology 103

Concepts in Biology

This course introduces students to the major events in Earth history, the fossil record, the evolution of life, biological diversity, and the dynamics of ecosystems. The course then covers interactions between the sun, the earth, and the atmosphere, and the role of conservation in protecting ecosystem services. The course will also explore the practical aspects of implementing conservation actions, conservation economics, and conservation law.

3 semester hours

Biology 104

Introduction to Conservation

This course will introduce the discipline of conservation biology. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, and the role of conservation in protecting ecosystem services. The course will also explore the practical aspects of implementing conservation actions, conservation economics, and conservation law.

3 semester hours

Biology 105

Elementary Human Anatomy

A fully online one semester human anatomy and physiology course for non-science majors to fulfill the University’s natural science requirement for online Psychology majors and other undergraduates.

3 semester hours

Biology 106

Cell-Molecular Biology

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: Biology and chemistry with grade C or better.

3 class periods; 1 three-hour laboratory; 4 semester hours

Offered: Fall and Spring

Biology 107

Introduction to Conservation

This course will introduce the discipline of conservation biology. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, and the role of conservation in protecting ecosystem services. The course will also explore the practical aspects of implementing conservation actions, conservation economics, and conservation law.

3 semester hours

Biology 108

Elementary Human Anatomy

A fully online one semester human anatomy and physiology course for non-science majors to fulfill the University’s natural science requirement for online Psychology majors and other undergraduates.

3 semester hours

Biology 109

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.

2 75-minute class periods; 1 two-hour laboratory; 4 semester hours

Lab Fee Assessed

Offered: Fall and Summer

Biology 110

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.

2 75-minute class periods; 1 two-hour laboratory; 4 semester hours

Lab Fee Assessed

Offered: Spring and Summer

Biology 111

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.

2 75-minute class periods; 1 two-hour laboratory; 4 semester hours

Lab Fee Assessed

Offered: Fall and Summer

Biology 112

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.

2 75-minute class periods; 1 two-hour laboratory; 4 semester hours

Lab Fee Assessed

Offered: Spring and Summer

Biology 200

Biology Cooperative Education

Students who enter the Biology Cooperative Education Program take this course for each semester that they are employed full-time or part-time in paid work assignments. A written report will be required describing significant achievements resulting from his/her work experience. Prerequisite: At least 30 semester hours with a 2.5 QPR and department approval. Pass/Fail only.

0-1 semester hour

Biology 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 off trail. A 3-day final survival hike is required. Prerequisite: 1 Basic Biology Course and Biology Department chair approval.

3 class periods; field trip required; 3 semester hours

Biology 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: Biology 101 and Biology 102.

3 class periods; 3 semester hours
Biology

BIOLOGY 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 semester hours
Offered: Fall only

BIOLOGY 210
Comparative Anatomy
An integrated study of vertebrate structure from a phylogenetic approach. Laboratory studies will include dissection of representative forms. Prerequisite: Biology 101. Minimum Grade C.
2 class periods, 2 three-hour-laboratory; 4 semester hours
Lab Fee Assessed

BIOLOGY 211
General Physiology
Topics include physiological and biochemical control and functioning in systems. Laboratory work will acquaint the student with basic physiologic experimentation, and the interpretation and presentation of data. Required of all biology majors. Prerequisite: Biology 102.
3 class periods; 1 three-hour-laboratory; 4 semester hours
Offered: Spring and Summer

BIOLOGY 213
Anatomy and Physiology I
Anatomy and physiology combined to yield a workable knowledge of the human body. Structure and function taught concurrently, each in terms of the other to engender appreciation of interlocking relationships. Available to biology majors on a restricted basis.
3 class periods; 1 two-hour-laboratory; 4 semester hours
Lab Fee Assessed

BIOLOGY 214
General Anatomy and Physiology II
This is part two of a two semester course intended for biology majors. This course is an in depth survey of human anatomy and physiology that examines the relationships between structure and function. The lecture topics will include basic chemistry, cell biology, histology, organs and organ systems. The two-hour laboratory includes experimental activities, microscopy and gross anatomy. Dissections will be used to study select organ systems.
Although it is not required, it is recommended that students take this course in sequence (Biology 213 then Biology 214). Prerequisites: two courses from Biology 101, Biology 102, Biology 213.
3 class periods; 1 two-hour laboratory; 4 semester hours
Offered: Spring only

BIOLOGY 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. Emphasis is placed on the relationship between abiotic factors and plant communities. Prerequisite: Biology 101
1 class period, field trip required; 1 semester hour

BIOLOGY 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
3 class periods, field trips by arrangement, 1 three-hour-laboratory, 4 semester hours
Lab fee assessed
Offered: Fall only

BIOLOGY 236
Vertebrate Biology
The evolution, physiology, and ecology of the vertebrates, with an emphasis on terrestrial taxa. Prerequisite: Bio 101.
4 semester hours

BIOLOGY 300
Internship
Practical application of previous course work during supervised training in commercial, government or private laboratories. Prerequisite: Permission of Chair. By arrangement. Pass/Fail only.
1-16 semester hours

BIOLOGY 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 Biology 102, or instructor’s permission.
3 class periods; 3 semester hours

BIOLOGY 307L
Genetics Laboratory
1 semester hour

BIOLOGY 317
Mycology, Parasitology and 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: Biology 101, Biology 102 with a minimum grade of C.
3 class periods; 2 two-hour laboratory periods; 4 semester hours
Offered: Spring only

BIOLOGY 318
Environmental Health
This course is designed to explore current environmental and public health concerns and issues. Students will gain an understanding of the interaction of individual and communities with the environment, the potential impact on health of environmental agents. The sequence of major topics begins with environmental epidemiology and toxicology, policy and regulation. The course then covers specific agents of environmental diseases. Domains of environmental health are addressed. Prerequisites: Biology 101 and Biology 102.
3 class periods; field trips by arrangement, 3 semester hours

BIOLOGY 320
Microbiology
Presentation of fundamentals of Bacteria, fungi and viruses; their relationships to man, industry, and agriculture. Laboratory study of cultural, morphological, physiological, and genetic properties of representative types. Emphasis on development of technique. Pre-
Biology

**BIOLOGY 326**
**Aquatic Biology**
3 semester hours

**BIOLOGY 328**
**Environmental Chemistry**
This course will explore the chemistry of natural environments, including sea water, aquatic systems, and soils, Emphasis on natural process and anthropogenic processes and the impact of both on local biomes. Laboratory work will cover sampling and analytical techniques.
Prerequisite: Biol 223, Chem 203.
4 semester hours

**BIOLOGY 329**
**Invertebrate Zoology**
3 lecture hours; 1 three-hour laboratory; 4 semester hours

**BIOLOGY 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

**BIOLOGY 331**
**Marine Science, Biology, and Ecology II**
A continuation of the examination of the biology, ecology and physical environment of the oceans, with an emphasis on current experimental work in the field.
Prerequisite: BIOL 330
4 semester hours

**BIOLOGY 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

**BIOLOGY 334**
**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

**BIOLOGY 338**
**Virology**
This course is aimed to advance 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

**BIOLOGY 339**
**Directed Research**
Opportunity for the student to pursue laboratory research under the direction of a faculty specialist.
Prerequisite: Permission of the instructor and Department Chair.
1-6 semester hours*

**BIOLOGY 340**
**Histology**
Detailed analysis of the microscopic structure of animal cells and tissues. Laboratory work limited to study of prepared microscopic material.
Prerequisite: Biology 102, 211.
3 class periods; 1 three-hour laboratory periods; 4 semester hours

**BIOLOGY 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 instructors permission.
3 class periods; 1 three-hour laboratory periods; 4 semester hours

**BIOLOGY 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

**BIOLOGY 345**
**Molecular Biology**
The study of genes and their 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. Required of all biology majors.
Prerequisite: BIOL 102, 211, CHEM 206.
3 class periods; 1 three-hour laboratory periods; 4 semester hours

**BIOLOGY 346**
**Selected Topics**
Modern concepts in the area of the instructor’s specialty. To be announced each semester.
1-4 semester hours*

**BIOLOGY 381**
**Readings**
Individual library studies under faculty direction in an area of student interest. An acceptable paper must be presented.
Prerequisite: Permission of the instructor and Department Chair.
1-6 semester hours*

**BIOLOGY 382**
**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
Biology • Business Administration

Biology 418
Environmental Health
This course is designed to explore current environmental and public health concerns and issues. Students will gain an understanding of the interaction of individual and communities with the environment, the potential impact on health of environmental agents. The sequence of major topics begins with environmental epidemiology and toxicology, policy and regulation. The course then covers specific agents of environmental diseases. Domains of environmental health are addressed. Prerequisites: Biology 101 and 102.

3 semester hours

Biology 423
Natural Resource Management
Coastal and forest ecology, with an emphasis on the impacts of major disturbances such as fire, pest outbreaks, invasive species, and natural disasters. The course will explore factors promoting ecosystem resilience and conservation efforts. Prerequisite: Bio 107 and Bio 223.

3 semester hours

Biology 424
Climate Change and Biodiversity
A review of the recent literature on the impacts of climate change on local and global ecology and other factors that impact on biodiversity. The course will emphasize factors promoting ecosystem resilience and conservation efforts. Prerequisite: Bio 107 and Bio 223.

3 semester hours

Biology 425
Urban Ecology
A review of the recent literature on the biodiversity and ecology of urban and near-urban biomes. The course will emphasize species turnover and how urban biodiversity impacts nearby habitats. Prerequisite: Bio 107 and Bio 223.

3 semester hours

Biology 470
Fieldwork
1-4 semester hours

Business Administration

Business Administration 100
Student Success
This course is designed to help create greater success in college and in life. The course will provide many proven strategies for creating greater academic, professional, and personal success. The students will use guided journal writings, group collaboration as well as individual sessions to explore strategies of achievement.

3 semester hours

Business Administration 101
Introduction to Business
This is an introductory course to business. Students will gain a better understanding of what business is, how business works as well as which skills and functions are required to effectively operate. The course will focus on environment of business, entrepreneurship, management, human resources, marketing, social media, e-business, accounting, finance, and the future dimensions of business opportunities in a global economy.

3 semester hours

Business Administration 102
Business Communications
Business communications refers to both external and internal communication that takes place within an organization. There are several methods of business communication, including: Web-based communication - e.g. webpages, advertisements, emails. It is a well-known fact that in order to be effective in today’s workplace, communication skills are a must. Individual business communication skills range from clear and logical planning, message analysis, organizing, writing, speaking, reading and listening skills. Understanding of the target audience’s cultural and behavioral characteristics via reading nonverbal cues is also included. This course aims to analyze the communication process, develop effective organizational and individual communication strategies, prepare visual aids, improve presentations skills and refine business writing using multiple formats. Background understanding of politically correct, socially sensitive, and ethically sound communication will also be reinforced.

3 semester hours

Business Administration 200
Co-op Work Experience
A paid work experience related to the student’s major. Faculty approval required.

Offered: Spring/Summer/Fall

Business Administration 300
Philanthropy

3 Semester hours

Offered: Fall only

Business Administration 314
Real Estate Principles
An introduction to real estate. Survey of various aspects of the real estate business including marketing, finance, development, law, investment, and appraisal.

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

Offered: Spring/Summer/Fall

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

Offered: Spring/Summer/Fall
Capstone Seminar • Chemistry

Capstone Seminar
CAPSTONE 390

Capstone Seminar
The Capstone Seminar is the culmination of learning in the Core Curriculum. As such, it reflectsively builds 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.

3 semester hours

Chemistry

CHEMISTRY 101
Chemistry, Society and You
This course deals with chemistry and its effect on society with examples dealing with the environment, pollution, the energy crisis and the drug culture. Students examine both the investigative methods of chemistry and its interaction with public policy.
2 lecture hours; 1 discussion period or two-hour laboratory period; 3 semester hours

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: Mathematics 106.
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: Chemistry 103 with minimum grade C.
3 lecture hours; 1 discussion period; 1 three-hour laboratory period; 4 semester hours

CHEM 105

Introduction to Organic Chemistry
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. Prerequisite: Mathematics 103 with minimum grade C.
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: Chemistry 113 with minimum grade C.
3 lecture periods; 1 two-hour laboratory period per week; 4 semester hours

CHEMISTRY 200
Chemistry 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: Chemistry 104 with minimum grade C.
1 semester hour per week-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: Chemistry 104 with minimum grade C.
3 lecture hours; 1 three-hour laboratory period; 4 semester hours

CHEMISTRY 203
Principles of Organic Chemistry
Students registering in Chem 203 may not use it as a replacement for Chem 205 or Chem 206. Prerequisite: Chemistry 104 with minimum grade C.
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: Chemistry 104 with minimum grade C.
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: Chemistry 205 with minimum grade C.
3 lecture hours; 1 three-hour laboratory period; 4 semester hours; every semester

CHEMISTRY 301

Physical Chemistry I
Principles of Thermodynamics and structure of matter applied to homogeneous and heterogeneous equilibria, electrochemistry, reaction kinetics. Must be taken with Chemistry 321, Chemistry 322 unless prior credit has been earned. Prerequisite: Chemistry 302, Mathematics 215, Physics 112.
3 lecture hours; 6 semester hours

CHEMISTRY 302
Physical Chemistry II
Principles of Thermodynamics and structure of matter applied to homogeneous and heterogeneous equilibria, electrochemistry, reaction kinetics. Must be taken with Chemistry 321, 322 unless prior credit has been earned. Prerequisite: Chemistry 302, Mathematics 215, Physics 112.
3 lecture hours; 6 semester hours

CHEMISTRY 303

Principles of Biochemistry
A one semester survey course designed for life science majors requiring only one semester of
biochemistry. Topics will cover basic concepts about pH, biological buffers, bioenergetics, nucleotides, amino acids, proteins, enzymes, carbohydrates, lipids, intermediary metabolism, and molecular biology. Prerequisite: Chemistry 206 or Chemistry 203 with minimum grade C.

4 semester hours

CHEMISTRY 365  
**Biochemistry I**

The unifying and quantifying central concepts of biochemistry are studies by applying fundamental physiochemical principles of biological systems. Mechanisms and regulation of major metabolic pathways and structure and function of cellular elements on the molecular scale are covered in detail. Prerequisite: Chemistry 206 with minimum grade C.

3 lecture hours; 1 three-hour laboratory period; 8 semester hours

Lab Fee Assessed

CHEMISTRY 366  
**Biochemistry II**

The unifying and quantifying central concepts of biochemistry are studies by applying fundamental physiochemical principles of biological systems. Mechanisms and regulation of major metabolic pathways and structure and function of cellular elements on the molecular scale are covered in detail. Prerequisite: Chemistry 206 with minimum grade C.

3 lecture hours; 1 three-hour laboratory period; 8 semester hours

Lab Fee Assessed

CHEMISTRY 380  
**Physiological Chemistry**

Physiological Chemistry explores the biochemical mechanisms of disease and the detection of disease states using chemical analyses. This class will prepare you for the study of clinical chemistry. Students must have successfully completed biochemistry prior to taking this class. Prerequisite: Chemistry 360 with minimum grade C.

3 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
Cinema • Computer Applications and Information Systems • Computer Engineering

CINEMA HISTORY AND THEORY 285
SCREENWRITING I
This course introduces students to the art of visual writing for the short screenplay and involves students in the practice of character development, story design, narrative structure, and dialogue. The course focuses on the fundamentals of premise-driven drama and comedy as well as experimental story-telling techniques.
3 semester hours

CINEMA HISTORY AND THEORY 286
SCREENWRITING II
This course builds on the concepts and techniques introduced in Screenwriting I while introducing students to the structure and form of the feature length, three-act narrative fiction film. The course structure features single author and collaborative writing as well as writing-workshop critiques.
Pre-requisite: Screenwriting I
3 semester hours

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 103; Minimum grad C, or Math placement exam at Math 109, or higher.
3 semester hours
Offered: Spring/Fall Only

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
Offered: Spring/Fall Only

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

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 algebra. Combinational logic design with gates, MSI, LSI. Sequential logic design; register, counters, memory and programmable logic. Prerequisite: Mathematical sophistication.
3 semester hours

COMPUTER ENGINEERING 212
Machine & Assembly Lang
3 semester hours

COMPUTER ENGINEERING 296
Introduction to Microprocessors
Theory and application of microprocessors, and associated peripheral devices such as memory, ports, clocks, system design and debugging techniques, including specific design problems using existing devices. Programming aids, including assemblers and simulators. Programming problems including peripheral device service routines and arithmetic operations. Information structures for real-time data acquisition systems. Prerequisite: Computer Engineering 210 and Computer Science 102.
3 lecture hours; 1 three-hour laboratory; 3 semester hours

COMPUTER ENGINEERING 300
Econ & Mgt of Engr Proj
3 semester hours

COMPUTER ENGINEERING 306
Compiler Design
3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 308
Operating Systems
Structure and design issues in modern operating systems. Topics may include OS structure; Threads, CPU scheduling and synchronization of processes; deadlock management; main and virtual memory management; file management; file system interface; I/O structure
Prerequisite: Computer Science 102, Computer Engineering 312.
3 semester hours

COMPUTER ENGINEERING 311
Digital Design II
3 semester hours

COMPUTER ENGINEERING 312
Computer Organization
Organization of computer systems. Central processing unit; micro programmed control; input/output organization; interrupts; traps; direct memory access; arithmetic operations; main memory. Prerequisite: Computer Engineering 315.
3 semester hours

COMPUTER ENGINEERING 315
Digital Design II with Laboratory
Design of complex digital systems; top-down design and modularization. Implementation of controllers. Use of hardware design languages (VHDL) to implement systems. Rapid prototyping. Fault tolerant design. Prerequisite: Computer Engineering 210. Laboratory includes implementation of digital systems using FPGAs.
3 lecture hours; 4 semester hours; 1 three hour laboratory

COMPUTER ENGINEERING 328
Computer Engineering Practicum
3 semester hours

COMPUTER ENGINEERING 336
Microprocessor Lab
2 semester hours

COMPUTER ENGINEERING 338
Logic Synthesis
Logic design using textual design entry, VHDL. Behavioral, structural and data flow descriptions. Technology-dependent vs. technology-independent design. CPLD, SEAM and antifuse technologies. Rapid prototyping and retargeting designs. A major design project. Prerequisite: Computer Engineering 315.
3 lecture hours, 3 semester hours

COMPUTER ENGINEERING 347
Microprocessor Lab
2 semester hours

COMPUTER ENGINEERING 348
Introduction to VLSI Design
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.

1 semester hours

COMPUTER ENGINEERING 360

Introduction to Robotics
3 semester hours

COMPUTER ENGINEERING 371

Data and Computer Communications

3 lecture hours, 3 semester hours

COMPUTER ENGINEERING 373

Local Area Networks
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 hours

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: Computer Science 101.

3 lecture hours, 3 semester hours

COMPUTER SCIENCE 184

Digital Computer Programming
3 semester hours

COMPUTER SCIENCE 200

Undergraduate Co-op/Internship in Computer Science
By arrangement.

1-3 semester hours

COMPUTER SCIENCE 201

Advanced 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: Computer Science 102.

3 lecture hours, 3 semester hours

COMPUTER SCIENCE 203

Second Programming Language
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 with a “C” or better.

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: Computer Science 201.

3 lecture hours, 3 semester hours
Computer Science • Criminal Justice and Human Security

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. Prerequisites: CPSC 102 or equivalent background.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 306
Compiler Design
3 lecture hours, 3 semester hours.

COMPUTER SCIENCE 309
Artificial Intelligence Programming
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: Computer Science 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: Computer Science 201, 227.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 330
Queueing Theory
Important probability distributions, Markov-chains, Poisson process, birth-and-death process, queuing theory, queuing models of computer systems. Prerequisite: Computer Science 320, Mathematics 323.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE 340
Survey of data structures used in data bases; relations; hierarchical and network data models; theoretical issues in data base processing; practical issues in data base design, programming, and implementation.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 341
Linear Programming
Linear programming formulation of optimization problems, hyper planes, convex sets, linear independence, bases of vector spaces, matrix inversion, and theory and computation techniques of simple, revised simplex methods, degeneracy, and duality. Transportation and Assignment problems, integer programming and network flow. Prerequisite: Computer Science 320, “C” or better in Mathematics 323.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE 349 A
Senior Design Project
Student will initiate 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 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
Data Base Design
Survey of data structures used in data bases; relations; hierarchical and network data models; theoretical issues in data base processing; practical issues in data base design, programming, and implementation.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 360
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. Prerequisites: Computer Science 102, Electrical Engineering 360, Math 214 or 314 or permission of instructor.
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 389
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 semester hours

COMPUTER SCIENCE 390
Programming Pact
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
Int'l 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

3 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. Prerequisite: CJHS 118 or SOC 118

3 credits

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. Prerequisite: CJHS 118 or SOC 118

3 credits

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.

3 credits

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 • Dental Hygiene**

**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 adjunccts 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 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. Evidence-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 228**  
**Clinical Practice IV**  
Continuation of advanced didactic and clinical practices of Dental Hygiene 227. This course will assist the student in refining competence in all clinical procedures, developing variety of experiences of oral health and disease, and assimilate knowledge in order to use responsible decision-making and critical analysis that assures the health of the patient. The student will be introduced to professional ethics and dental jurisprudence, professional organizations, professional goals, state dental practice acts, and issues facing the dental hygiene profession. The student will expand self-assessment skills and evaluation of scientific literature as the basis for lifetime learning. Prerequisite: Successful completion of DHYG 227, 230, 233, 241, 250.  
*2 lecture hours, 14-21 clinical hours per week; 5 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 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 233  
**Oral and General Histo-Pathology**

This course will provide the dental hygienist with an in-depth discussion of various types of oral diseases of the hard and soft tissues. Emphasis will be placed on the etiology, clinical picture, radiographic picture, histologic/microscopic findings, pathogenesis, treatment and prognosis for each condition discussed. Some systemic conditions with specific oral findings will also be covered. Prerequisite: Successful completion of all first year required courses.  
3 semester hours

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
Offered: Spring/Fall Only

ECONOMICS 202
Principles of Economics II — Micro
An analysis of price, output, income distribution, market structures and international trade.
3 semester hours
Offered: Spring/Fall Only

ECONOMICS 301
Money & Banking
3 semester hours
Offered: Spring/Fall Only

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, ECON 202 and FIN 309; 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, ECON 202 and FIN 309; junior or senior status.
3 semester hours

ECONOMICS 397
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 208
Engineering Mathematics W/App
This course provides a foundation in mathematical principles with applications in engineering. It reviews functions, limit, derivatives, and integration and covers a broad spectrum of mathematical techniques important to the solution of engineering problems. Topics include ordinary and partial differential equations, power series, parametric and polar curves, vectors and matrices, linear algebra, the Laplace transform, the z transform, the Fourier series. Application of these topics to the solution of engineering problems is stressed. Prerequisite: Mathematics 112, Mathematics 215.
3 semester hours

ELECTRICAL ENGINEERING 209
Engineering Analysis
Prerequisite: Mathematics 112, Mathematics 215.
3 semester hours

ELECTRICAL ENGINEERING 210
Digital Design I
Basic digital design principles. Boolean algebra. Combinatorial logic design with gates, MSI, LSI. Sequential logic design; register, counters, memory and programmable logic. Prerequisite: Mathematical sophistication.
3 semester hours

ELECTRICAL ENGINEERING 211
Electrical Engineering 208

ELECTRICAL ENGINEERING 217
Electrical Engineering 236
Network Analysis II Lab
3 lecture hours; 1 three-hour laboratory; 3 semester hours

ELECTRICAL ENGINEERING 286
Intro to Microprocessor
Theory and application of microprocessors, and associated peripheral devices such as memory, ports, clocks, system design and debugging techniques, including specific design problems using existing devices. Programming aids, including assemblers and simulators. Programming problems including peripheral device service routines and arithmetic operations. Information structures for real-time data acquisition systems. Prerequisite: Computer Engineering 210 and Computer Science 102.
3 lecture hours; 1 three-hour laboratory; 3 semester hours

ELECTRICAL ENGINEERING 300
Econ&Mgmt Engr 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. Prerequisite: Engineering 111 and Mathematics 110.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 315
Fiber Optics
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, Electrical Engineering 210 and 234.

ELECTRICAL ENGINEERING 317

Controls
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: Mathematics 112, Electrical Engineering 209, 210, 234.

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: Mathematics 112, Electrical Engineering 209.

ELECTRICAL ENGINEERING 336

Digital Design II With Laboratory
Design of complex digital systems; top-down design and modularization. Implementation of controllers. Use of hardware design languages (VHDL) to implement systems. Rapid prototyping. Fault tolerant design. Prerequisite: Electrical Engineering 236. Laboratory includes implementation of digital systems using FPGAs.

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: Chemistry 103. Co-requisite: Electrical Engineering 348.

ELECTRICAL ENGINEERING 338

Analog Electronics Lab II
This course focuses on designing of BJT's and FET's amplifiers. Students focus on design parameters such as gain, frequency response and matching impedance. Students develop in-depth understanding of theory of electronic devices and circuits through practical experiments. Pre-requisite: Chemistry 103. Co-requisite: Electrical Engineering 337.

ELECTRICAL ENGINEERING 341

Field Theory
The course covers fundamental concepts of RF circuit design. Students will learn circuit level design of high speed analog/RF circuits. Specific topics include impact of scaling and noise in high-speed communication circuits, low noise amplifiers, mixers, power amplifiers and frequency synthesizers.

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: Mathematics 112; Co-requisite: Mathematics 323 and Electrical Engineering 333.

ELECTRICAL ENGINEERING 343

Digital Signal Proc I
Basic digital design principles. Boolean algebra. Combinational logic design with gates, MSI, LSI. Sequential logic design; register counters, memory and programmable logic. Prerequisite: Mathematical sophistication.

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: Electrical Engineering 348.

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 nanotechnology 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)

ELECTRICAL ENGINEERING 348

Electronics
Application of diodes, bipolar transistors (BJT) and field effect transistors (FET) to signal amplification and switching. Computer Simulation. Pre-requisite: Electrical Engineering 234, 235 and Chemistry 103.

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. Prerequisite: Senior status (90+ credits) Electrical Engineering 349.

ELECTRICAL ENGINEERING 350

Communications Lab
Electrical Engineering • English

Electrical Engineering 351
Modern Communications
The course teaches the undergraduate student the fundamentals of both analog and digital communications, and it shows how analog technology is used to produce modern systems for the transmission of digital data. Prerequisites: Electrical Engineering 234 and Mathematics 112.
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: Mathematics 112, Electrical Engineering 317.
3 semester hours

Electrical Engineering 364
Programmable Logic Control
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. Pre-requisite: Electrical Engineering 348; Co-requisite: Computer Engineering 315.
3 semester hours

Electrical Engineering 383
Analog Intg Ckt Desn
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 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
Courses designated ENGLISH fall under three categories: Composition, Creative Writing, and Language and Literature. Creative Writing courses are open to any undergraduate student and literature courses fulfill Humanities credit in General Education.

Composition

English 100
Basic Composition
Techniques of composition, including sentence structure, paragraph development, and organization of the full essay 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 final exam 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 100A
Basic Composition Intensive
This course includes a writing lab component to assist students with weak backgrounds in writing. Techniques of composition, including sentence structure, paragraph development, organization of the full essay, with regular written assignments. 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 final exam 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
Developmental English
For those students, especially non-native speakers, 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 before moving into ENGL 101. Offered: Every Semester 3 semester hours

English 101
Composition and Rhetoric
English 101 introduces students to the techniques for clear and effective college-level writing. The goal will be to improve writing ability and to sharpen reading and critical thinking skills. This course focuses on the best ways to approach different types of college writing assignments. Students will study and practice the fundamentals of academic discourse, including essay organization and development, analysis, research techniques, documentation, and critical evaluation of academic writing. Grammar and word mechanics will also be reviewed to ensure that students communicate successfully in various tasks. English 101 fulfills the General Education credit for academic writing. Offered: Every Semester 3 semester hours

English 202
Advanced Exposition
Essay writing, with a stylistic approach and a concern for accuracy in presenting or explaining ideas in an orderly, logical manner. Emphasis on improved clarity and effectiveness, through careful revision in written reports and assigned papers, especially those pertaining to the student’s major field. This course is required for Business majors and emphasizes professional writing. Prerequisite: English 101. Offered: Every Semester 3 semester hours

English 204
Technical Writing for Computer Engineers
A workshop course that covers the following topics: lab reports, engineering memos, tech-
English

Technical business plans, scientific/engineering grant proposals, patent applications, technical papers, user manuals of product/software, and final engineering project reports. Prerequisite: English 101.
Offered: Every Semester
1 semester hour

Creative Writing

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. Student may choose to write poetry, short stories, sections of novels, drama. Emphasis on completed manuscripts, potential publication, individual explorations of form and content. Prerequisite: ENGLISH 201, 205, 218 or the permission of the instruction which is given only upon presentation of an acceptable piece of creative writing done by the student.
Offered: Every two years
3 semester hours

Language and Literature

ENGLISH 102
Introduction to Literature
A writing intensive course that uses representative examples of poetry, drama, and fiction to develop one’s ability to analyze and appreciate literature. Co-requisite: ENGLISH 101
3 semester hours

ENGLISH 110
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: ENGLISH 101
1 semester hour

ENGLISH 105A
Introduction to Drama
Introductory study of drama. Readings are drawn from a variety of genres and literary periods. Co-requisite: ENGLISH 101
3 semester hours

ENGLISH 105B
Introduction to Fiction
Introductory study of fiction. Readings include short stories and several novels. Co-requisite: ENGLISH 101
3 semester hours

ENGLISH 180
Science Fiction
Study of the science fiction and speculative fiction genre, covering such aspects as the history of science fiction; treatment of character, plot, heroes, style, theme; impact on society; role of science and space flight; ecological and mystical concerns. Authors read and discussed range from Hawthorne and Poe, Wells and Verne to Asimov, Heinlein, Bradbury, Clark, and Vonnegut. Co-requisite: ENGLISH 101
3 semester hours

ENGLISH 197
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: ENGLISH 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: ENGLISH 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: ENGLISH 101
3 semester hours

ENGLISH 209
British Literature I
A survey of British literature from the beginnings to the eighteenth century. Prerequisite: ENGLISH 101
3 semester hours

ENGLISH 210
British Literature II
A survey of British literature from the eighteenth century through the twentieth century.
English

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 217
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 221
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 222
Understanding English Grammar
This course is intended for anyone who is interested 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 225
Contemporary Poetry
Lectures and discussion concerning such movements as Modernism, Imagism, and Feminism in 20th century poetry. Can involve examination of non-Western poetry. Topics vary from year to year as the English faculty may direct. Prerequisite: ENGL 101
3 semester hours

ENGLISH 226
Studies in 19th Century American Literature
A variable content course covering such major authors as Hawthorne, Melville, Poe, Twain, Emerson and major literary movements of the century (Romanticism, Realism). Prerequisite: ENGL 101
3 semester hours

ENGLISH 227
Studies in 20th Century American Literature
A variable content course covering such major novelists and poets as Fitzgerald, Hemingway, Faulkner, Dos Passos, Wright, Updike, Morrison, Eliot, Frost, and Stevens, as well as contemporary fiction and poetry. Prerequisite: ENGL 101
3 semester hours

ENGLISH 228
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 229
Shakespeare
Selected examples of the comedies, tragedies, and history plays. While the main emphasis is the dramatic structure of the plays, some consideration is given to the Renaissance, political, religious, and social backgrounds of the plays. Prerequisite: ENGL 101
3 semester hours

ENGLISH 230
Understanding English Grammar
This course is intended for anyone who is interested 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 232
Topics in Literature
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 exclusively, North American and British. Prerequisite: ENGL 101
3 semester hours

ENGLISH 235
Understanding English Grammar
This course is intended for anyone who is interested 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 237
Understanding English Grammar
This course is intended for anyone who is interested 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 238
Understanding English Grammar
This course is intended for anyone who is interested 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 239
Independent Studies
For the student who wishes to specialize in advanced projects not covered by the regular course offerings. Individual or small group conferences with designated advisor. Prerequisite: Permission of advisor.
1-6 semester hours
Fashion Merchandising

FASHION MERCHANDISING 101
Fashion Fundamentals
The course includes an overview of the fashion 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, contractors, and retailers. This course uses PDM (Product Data Management) and Micrografx designer applications. PDM is the standard for the industry and Micrografx is a CAD system used to create silhouettes, color, fabrics, and manipulate images that interface with PDM. A trip to the NYC Fashion Markets 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 dedicated to home goods have opened and department stores have enlarged their home good departments. This course presents a comprehensive 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 year

FASHION MERCHANDISING 108
Product Knowledge–Fashion Accessories
In-depth studies of fashion accessories and non-woven consumer products designed to give students a realistic appreciation of quality choices in merchandise selection, in performance standards, and consumer care. Specifically, the course emphasizes raw materials: leather, plastic, rubber, fur, precious metals, precious and semi-precious stones and products: shoes, hand-bags, luggage, gloves, furs, fine jewelry, cosmetics, and fashion accessories. Course requires that students research and prepare portfolios of fashion accessories from historic and current fashion periods. Students design and create some accessory items for the current marketplace.
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 fashion show presentation showing current styles from the New York and local fashion markets. Course includes planning, budgeting, organizing, writing commentaries, promoting, choosing fashions, staging and reviewing for the final show.
3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING OR RETAILING 299
Independent Study in Fashion Merchandising or Retailing Techniques.
Students select a facet of the fashion that they are interested in research in depth. Students present a ten to fifteen page paper to supervising instructor and students Prerequisite: Permission of the Director and Advisor. Seniors only.
1-3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 303
History of Costume
An introduction to the development of clothing 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. Prerequisite: FM101
3 semester hours
Offered: Alternating semesters annually

FASHION MERCHANDISING 398
Internship Experience
A full semester of part-time internship experience at a Fashion focused organization outside of the University. Students may select to intern with a retailer, a textile supplier, a fashion publication, or a showroom. Generally Corporate internships during the academic term are one or two days a week. Students need to complete a minimum of 120 hours of professional experience to receive credit for their experience. Students submit a fifteen-page paper describing the organization in detail, the role their internship position contributed to the organization, a description of their specific job, and how their job was related to their field of study. Students describe the strengths and weaknesses of the organization as they perceive them and suggest areas of improvement. Juniors and Seniors only.
1-3 semester hours
Offered: Every Semesters

FASHION MERCHANDISING 399
Independent Study (3 credits Seniors only)
Student selects a fashion related subject to study in depth. The present a paper to their faculty adviser and to students.
1-3 semester hours

Finance

FINANCE 209
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. Prerequisite: ECON 201 and 202, CAIS 102; junior or senior status.
3 semester hours

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. Prerequisite: 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
Offered: Spring/Fall only

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
Offered: Spring/Fall only
FINANCE 365
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
Offered: Spring/Fall only

FINANCE 366
Cases in Finance
Application of financial theories to solve real world problems in Finance. Case studies involving financing and investment decisions, mergers and acquisitions, financial restructuring, dividend policies, and risk management; how these issues relate to the overall strategic objectives of the firm. Prerequisites: FIN 309; junior or senior status. 3 semester hours

FINANCE 368
Financial Derivatives & 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 an underlying asset value. The underlying asset can be commodities, equities, bonds, foreign exchange, or stock indices. These derivatives can not only be used for speculation and arbitrage, but more importantly, can also be used for risk management. By the end of this course students will have a good knowledge of how these derivatives work, how they are used, and how they are priced. Prerequisite: FIN 309. 3 semester hours
Offered: Spring only

FINANCE 380
Multinational Finance
The course concerns the international dimensions of corporate finance. The goal of the course is to equip students with the tools to deal with some of the major environmental and decision-making problems relating to corporate overseas finance and investments. Prerequisites: FIN 309; junior or senior status. 3 semester hours
Offered: Spring/Fall only

First Year Seminar

FIRST YEAR SEMINAR 101
First Year Seminar
First Year Seminar orients students to the University of Bridgeport’s academic culture and resources, guiding them in their transition to college life. The purpose of the course is to equip students with the knowledge and skills that will allow them to identify and meet their higher education goals. Learning outcomes for the course include communication skills, critical reasoning, information literacy and degree planning. Co-curricular programs include first-year-student-wide film screenings, guest speakers, discussions, and social events. 3 semester hours

French

FRENCH 101
Elementary French I
In this course students are introduced to the French language and culture. Basic skills in speaking, listening, reading, and writing are developed. Cultural readings and videos are included in each lesson giving the students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. This is a course for students with little or no knowledge of French language. 3 semester hours

FRENCH 102
Elementary French II
This course builds on the foundations laid in French 101 and continues to introduce students to French language and culture. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course students are expected to reach a beginner level of French language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; engage in a conversation in a target language on a familiar topic; express opinions/feelings about a range of topics; read and comprehend medium length texts; write short complex sentences. Prerequisite: French 101. 3 semester hours

FRENCH 103
Intermediate French I
This course builds on the foundations laid in French 101 and French 102 and provides an opportunity to improve French language proficiency beyond the beginner level. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. Prerequisite: French 102. 3 semester hours

FRENCH 104
Intermediate French II
This course builds on the foundations laid in French 103. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach an intermediate level of French language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in a target language on a range of topics; express opinions/feelings about a range of topics; read and comprehend medium length texts; write medium complexity sentences. Prerequisite: French 103. 3 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

Gerontology

GERONTOLOGY 101
Introduction to Gerontology
An interdisciplinary overview of the implications of aging in American society. This course is designed to acquaint the student who is contemplating a career in gerontology, with the physical, psychological, social, economic and cultural dimensions of the total experience of growing older. 3 semester hours

GERONTOLOGY 276
MH Work w/Aged
This course provides an overview of the key ingredients necessary for a successful old age, with an emphasis on mental health needs of
older persons. Common emotional problems facing older persons are considered. Both functional and organic brain disorders, the major mental disorders of late life are also discussed. The course will review a variety of treatment principles and skills supportive of positive mental health among the elderly. Prerequisite: Gerontology 101 or Mental Health 101.

3 semester hours

GERONTOLOGY 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. Prerequisite: Gerontology 101.

3 semester hours

GERONTOLOGY 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: Human Services 101 or Sociology 101.

3 semester hours

Health Sciences

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. Prerequisite: Gerontology 101 or Mental Health 101.

Offered: Spring/Fall only
1 semester hour

HEALTH SCIENCES 201
Medical Terminology
This course introduces concepts and terms that are used within the health sciences and related fields. Prerequisite: Biology 102.

Offered: Spring/Fall only
1 semester hour

HEALTH SCIENCE 210
Global Public Health
This course provides an overview of global public health policy with the primary focus to engage and inspire students about the opportunities and challenges of global health. This course is divided into four sections: 1. Principles, measurement, goals, and development of global health. 2. Cross-cutting themes in global health 3. The burden and distribution of disease and mortality 4. Global health governance and cooperation.

3 semester hours

HEALTH SCIENCE 230
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.

Offered: Spring/Fall only
3 semester hours

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.

Offered: Spring/Fall only
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.

Offered: Spring/Fall only
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.

Offered: Spring/Fall only
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.

Offered: Spring/Fall only
3 semester hours

HEALTH SCIENCES 270
Nutrition and Disease
This course focuses on nutrient and non-nutrient driven pathophysiological mechanisms that serve as the basis for disease. Prerequisite: Biology 102.

Offered: Spring/Fall only
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.

Offered: Spring only
3 semester hours

HEALTH SCIENCES 299
Independent Study
1-6 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
Health Sciences

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.

Offered: Spring only
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.

Offered: Spring only
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.

Offered: Spring only
4 semester hours

Health Sciences 323
Food Service Management
The basic principles of microbiology, sanitation, safety, equipment selection, and facility layout for a food service operation are explored, including environmental control and the prevention of food-borne illnesses, cleaning materials and procedures, general safety regulations, food processing methods, first aid, and fire prevention. Prerequisites: Health Sciences 230 or Nutrition 205.

Offered: Fall only
3 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-requisites: Health Sciences 321 or Biology 113 and Chemistry 113, Chemistry 114, Mathematics 105 or Mathematics 106.

Offered: Fall only
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.

Offered: Fall only
3 semester hours

Health Sciences 327
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. Prerequisite: Health Sciences 250.

Offered: Spring only
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.

Offered: Fall only
3 semester hours

Health Sciences 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. Prerequisite: Health Sciences 321.

Offered: Spring only
3 semester hours

Health Sciences 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: Health Sciences 230.

Offered: Spring only
3 semester hours

Health Sciences 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. Prerequisites: Health Sciences 230 or Nutrition 205.

Offered: Spring only
3 semester hours

Health Sciences 351
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: Health Sciences 321 or Biology 113 and Biology 114.

Offered: Spring/Fall only
3 semester hours

Health Sciences 355
Health Sciences Senior Project
Prerequisites: Health Sciences 326 and 330.

Offered: Spring/Fall only
3 semester hours

Health Sciences 360
Vitamins and 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
Health Sciences • History

functions, requirements, sources, and effects of deficiencies and excesses of vitamins and minerals. Prerequisite: Health Sciences 230.

Offered: Fall only
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: Health Sciences 321 or Biology 113 and Biology 114.

Offered: Fall only
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 will include urban environments, travel, socioeconomic conditions affecting the spread of disease, and the like.

Offered: Spring/Fall only
3 semester hours

HEALTH SCIENCES 370

Clinical Herbolgy & 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. Prerequisites: Health Sciences 230 or Nutrition 205.

Offered: Fall only
3 semester hours

HEALTH SCIENCES 371

Exercise Nutrition
The course examines aspects of sports nutrition detailing proper dietary and nutritional supplement protocols for enhancing endurance and performance during exercise and sport. Prerequisites: Health Sciences 325, Biology 113, Biology 114, Chemistry 113, Chemistry 114.

Offered: Fall only
3 semester hours

HEALTH SCIENCES 372

Special Topics in Nutrition, Foods and Health
This seminar-based course focuses on contemporary topics that pertain to nutrition, foods and health. Prerequisites: Chemistry 103 and Chemistry 104.

3 semester hours

HEALTH SCIENCES 373

Nutrition Assessment and Communication
This course focuses on nutrition assessment, evaluation, and communication techniques. Educational methods, dietary strategies, and nutritional counseling will be covered. Prerequisites: Psychology 103 and Health Sciences 230.

Offered: Spring only
4 semester hours

HEALTH SCIENCES 374

Food Science
This course focuses on the chemical basis for human sensory effects exerted by food and its preparation. Prerequisites: Chemistry 103 and Chemistry 104.

4 semester hours

HEALTH SCIENCES 375

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. Prerequisite: completion of 80 credits.

Offered: Spring/Fall only
3 semester hours

HEALTH SCIENCES 376

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. Prerequisites: Health Sciences 240, 250, 260, 321 or 325.

Offered: Spring/Fall only
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. Prerequisites: Health Sciences 240, 250, 255, 260, 280.

Offered: Spring/Fall only
3 semester hours

HEALTH SCIENCE 386

Health Sciences Research
This course provides an introduction to the fundamentals of research study design and methodology in the health sciences. Emphasis will be placed on qualitative and quantitative research, mixed method research, and action research. Students will develop a research proposal in their area of interest. Prerequisites: Mathematics 203.

3 semester hours

HEALTH SCIENCES 387

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: Biology 113, Biology 114, Chemistry 113, Chemistry 114.

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: Biology 113, Biology 114, Chemistry 113, Chemistry 114, Health Sciences 321, Mathematics 203, Mathematics 203B.

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.

Offered: Every two years
1 semester hour

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
History

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 227**

**Modern England**

Study of factors contributing to the world power status - such as industrialization, colonial expansion, parliamentary democracy, foreign policy and armaments. Examination of impact of two world wars on national decline; popular culture in 19th and 20th centuries; the Welfare State; status of the Monarchy, the Irish enigma; European affiliation and its possibilities.

**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 236**

**American History Since 1877**

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 229**

**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 228**

**Foundations 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 228**

**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 305**

**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 307**

**American History to 1877**

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 306**

**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. Prerequisite: English 101.

**Offered: Every two years**

**3 semester hours**

**HISTORY 307**

**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. Prerequisite: English 101; minimum grade C.

**Offered: Every two years**

**3 semester hours**

**HISTORY 335**

**Topics in European/Non-West History**

This course traces the history of the United States from the onset of the First World War through the ending of the Second World War. It gives a global perspective of the world wars, examining the rise of nationalism, the Great Depression and its aftermath, and the rise of fascism and communism. It will take a war-and-society approach to the conflicts which devastated Europe and changed America's relation to the globe.

**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, and 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. Prerequisite: English 101.
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. Prerequisite: English 101.
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. Prerequisite: Permission of advisor and School Director.
3 semester hours

HISTORY 399
Independent Study in History
For the student who desires to specialize in advanced projects not covered by the regular course offerings. Individual or group conferences with designated faculty advisor. Prerequisite: Permission of advisor and School Director. Prerequisite: Permission of advisor and School Director.
1-6 semester hours

Human Services

HUMAN SERVICES 101
Introduction to Gerontology
An interdisciplinary overview of the implications of aging in American society. This course is designed to acquaint the student who is contemplating a career in gerontology, with the physical, psychological, social, economic and cultural dimensions of the total experience of growing older.
3 semester hours

HUMAN SERVICES 105
Strategies for Effective Parenting
Students will acquire relevant child-raising information and constructive parenting techniques. Several therapy models useful for understanding child development will be explored. Emphasis will be on exploring personal parenting influences and preparing students to parent positively.
3 semester hours

HUMAN SERVICES 110
Alcohol and Other Drugs in Society
This course explores alcohol and other drug use and abuse in society. Included in the course will be a historic review, the role of culture in use of drugs, the effect on society, the family and the individual, and an overview of the etiology, assessment and treatment of dependence.
3 semester hours

HUMAN SERVICES 150
Career Management
This course prepares students to manage their own 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 learn the manual alphabet and be able to use it in the 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
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. Prerequisites: HUSV 201 or HUSV 203 and HUSV 205. Minimum grade C.
3 semester hours

HUMAN SERVICES 302
Multicultural Perspectives in Human Services
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. Prerequisites: HUSV 110 and HUSV 201 or HUSV 203. Minimum grade C.
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. Prerequisites: HUSV 110, HUSV 201 or HUSV 203 and HUSV 205 and HUSV 301.
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. Prerequisites: HUSV 110, HUSV 201 or HUSV 203. Minimum grade C.
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. Prerequisites: HUSV 201 or HUSV 203 and HUSV 205. Minimum grade C.
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. Prerequisites: HUSV 201 or HUSV 203, and HUSV 205 and HUSV 301 and junior/senior status. Minimum grade C.
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. Prerequisites: HUSV 201 or HUSV 203, and HUSV 205 and HUSV 301 and senior status. Minimum grade C.
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, HUSV 201 or HUSV 203. Minimum grade C.
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

Humanities

HUMANITIES 201
Humanities I
Prerequisite: English 101; minimum grade C.
3 semester hours

HUMANITIES 201A
Introduction to Humanities
3 semester hours

HUMANITIES 300
Humanities Seminar
An interdisciplinary and thematic seminar that focuses on the different approaches of history,
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES 395</td>
<td>Senior Thesis I</td>
<td>The student will work closely with his or her academic advisor on a mutually acceptable project involving serious research.</td>
</tr>
<tr>
<td></td>
<td>INTegrated Studies</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in Computing</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Intercultural Communication</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Science and Religion</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Import/Export</td>
<td>This course surveys functions and responsibilities of international traffic 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. Prerequisite: ECON 201, ECON 202; junior or senior status.</td>
</tr>
<tr>
<td></td>
<td>International Political Economy and Diplomacy</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Political Economy and Diplomany</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

**International Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNATIONAL BUSINESS 325</td>
<td>Import/Export</td>
<td>This course surveys functions and responsibilities of international traffic 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. Prerequisite: ECON 201, ECON 202; junior or senior status.</td>
</tr>
<tr>
<td></td>
<td>International Political Economy and Diplomacy</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Economics and Development</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

**Economics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNATIONAL BUSINESS 362</td>
<td>International Sales (Commercial) Transactions</td>
<td>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, assurance of payment for goods, and rights and responsibilities of air and sea carriers. Prerequisite: Take BLAW 251.</td>
</tr>
<tr>
<td></td>
<td>International Economic Relations</td>
<td>This course is an introduction to international political economy. International political economy is the study of how and why international economic policies are formed, and how international factors influence domestic policy-making, while comparative political economy examines economic policy-making in a domestic context. The course will deal with important contemporary topics such as foreign trade, capital markets, monetary policy and exchange rates, issues in globalization, and international organizations and institutions such as NAFTA, GATT, the IMF, and the EU.</td>
</tr>
<tr>
<td></td>
<td>International Business and Customs Unions</td>
<td>This course examines formation of international sales transaction. Based on 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, assurance of payment for goods, and rights and responsibilities of air and sea carriers. Prerequisite: Take BLAW 251.</td>
</tr>
<tr>
<td></td>
<td>Global Public Health</td>
<td>This course provides an overview of global public health policy with the primary focus to engage and inspire students about the opportunities and challenges of global health. This course is divided into four sections: 1. Principles, measurement, goals, and development of global health. 2. Cross-cutting themes in global health. 3. The burden and distribution of disease and mortality. 4. Global health governance and cooperation.</td>
</tr>
<tr>
<td></td>
<td>Political Economy and Diplomacy</td>
<td>3 semester credits</td>
</tr>
<tr>
<td></td>
<td>Political Economy and Diplomacy</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>

**Politics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 201</td>
<td>Political Economy and Diplomacy</td>
<td>This course introduces to the evolution of political economy and to the rise and fall of competing models of political economy.</td>
</tr>
<tr>
<td></td>
<td>Political Economy and Diplomacy</td>
<td>3 semester credits</td>
</tr>
</tbody>
</table>
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 Koreans.

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 hours

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 hours

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 350 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. Prerequisite: Political Science 103 or Economics 201 or IPED 202.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 391 Sustainable Development
This course concentrates on the relatively new concept of sustainable development in international political economy. Topics include, but are not limited to, pollution and pollution control, environmental protection, education and occupational training, infrastructure, legal system, political and economic reform, productivity, human resources, and linkage to the outside world. 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

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 393
Independent Study: International Service Issues
IPED 393 serves as the independent study designation for students participating in the University of Bridgeport Peace Corps Prep program. In collaboration with the UB Peace Corps Prep Coordinator, students may design an independent study including readings and assignments designed to enhance their understanding of a topic of relevance to international service careers.
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 394
Peace Corps Prep Community Service
This is the community service component of the University of Bridgeport Peace Corps Preparatory Program. To receive credit from the course, each student must complete no fewer than 100 recorded service hours in a position that helps prepare her/him for service in the United States Peace Corps and/or an international service career. Such relevant fields include international education, community development, sustainable development and public health. "Includes 50 hours of Community Service".
3 semester credits

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 395
Senior Thesis Seminar
This is the advanced senior thesis seminar required course for all IPED majors. During this course, each student will design a research plan and complete writing an thesis on political economy and related fields of research under the supervision of a faculty thesis advisor.
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 397
Seminar in Public & International Service
This is a course designed to prepare upper level undergraduates for careers in international service. The course will introduce students to career opportunities available in international nonprofits, government agencies, international
organizations and multinational corporations. It will also provide students with practical skills associated with successfully securing meaningful employment after graduation, with issues covered including the job search, networking, internships, volunteering, mentoring and networking. During the semester, professionals from an array of international service career tracks will speak to students about their personal experiences and recommendations. In addition, students will read and discuss works of literature that relate to life and work abroad in foreign locations, and the personal benefits and learning associated with such experiences.

3 semester hours

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY 398
Internship
Professional, supervised, unpaid work in an organization related to career goals. Prerequisite: Permission of advisor and School Director. 1-6 semester hours

Japanese

JAPANESE 101
Elementary Japanese I
In this course students are introduced to the Japanese language and culture. Basic skills in speaking, listening, reading, and writing are developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. This is a course for students with little or no knowledge of Japanese language.

3 semester hours

JAPANESE 102
Elementary Japanese II
This course builds on the foundations laid in Japanese 101 and continues to introduce students to Japanese language and culture. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course students are expected to reach a beginner level of Japanese language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; express opinions/feelings about a range of topics; and read and comprehend short simple sentences. Prerequisite: Japanese 101.

3 semester hours

JAPANESE 103
Intermediate Japanese I
This course builds on the foundations laid in Japanese 101 and Japanese 102 and provides an opportunity to improve Japanese language proficiency beyond the beginner level. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. Prerequisite: Japanese 102.

3 semester hours

JAPANESE 104
Intermediate Japanese II
This course builds on the foundations laid in Japanese 103. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach an intermediate level of Japanese language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in a target language on a range of topics; express opinions/feelings about a range of topics; read and comprehend medium length texts; write medium complexity sentences. Prerequisite: Japanese 103.

3 semester hours

Korean

KOREAN 101
Elementary Korean I
In this course students are introduced to the Korean language and culture. Basic skills in speaking, listening, reading, and writing are developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach a beginner level of Korean language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; engage in a conversation in a target language on a familiar topic; express opinions/feelings about a familiar topic; and read and comprehend short simple texts; write short simple sentences. Prerequisite: Korean 101.

3 semester hours

KOREAN 102
Elementary Korean II
This course builds on the foundations laid in Korean 101 and continues to introduce students to Korean language and culture. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach a beginner level of Korean language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in a target language on a range of topics; express opinions/feelings about a range of topics; read and comprehend medium length texts; write medium complexity sentences. Prerequisite: Korean 103.

3 semester hours

Law

LAW 251
Business Law I
Court systems, sources of law in the United States, the constitutional basis of the legal sys-
Management and Industrial Relations

**MANAGEMENT 200 Workforce Dynamics**
This course is designed to introduce students to the management process as well as concepts and practices relevant to understanding workforce dynamics. Organizational behavior is examined on a conceptual level to enhance understanding of workforce needs, challenges, trends, and processes. An exploration of personal and professional development is also facilitated, with an emphasis on employer expectations and an opportunity to hone individual skill sets. Prerequisite: take BUAD 101.
3 semester hours
Offered: Spring/Fall only

**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 status.
3 semester hours
Offered: Spring only

**MANAGEMENT 311 Comp and Benefit Administration**
Students in this course will examine the major foundation programs and skills that undergird the current practice of Human Resource Management. Theory and method used in the design of compensation systems is explored, interviewing method and skills 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 or MGMT-305.
3 semester hours
Offered: Fall only

**MANAGEMENT 320 Business Planning**
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. Works is done in teams and computer analysis is used. Prerequisite: Accounting 102, Marketing 305, and Management 302
3 semester hours
Offered: Spring/Fall only

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

Law • Literature and Civilization • Management and Industrial Relations
MANAGEMENT 321
International Entrepreneurship
This course examines the unique opportunities and difficulties facing entrepreneurs in an international environment. It examines entrepreneurs in various stages of development at decision points in their business—launch, fund, manage, grow, enter new markets, go public, exit events.
3 semester hours

MANAGEMENT 330
Leadership Lessons from the Movies
In this course students watch a variety of movies to examine the dynamics of leadership. Organizations and work units rise and fall based on leadership. Leaders must influence other people to accomplish organizational goals in a way that often entails self-sacrifice and living for the sake of others. Prerequisite: MGMT-302.
3 semester hours
Offered: Spring/Summer/Fall

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: MGMT-302 or PRST-201; Minimum grade C.
3 semester hours
Offered: Fall only

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: Take MGMT-302 or MGMT-305 or PRST-201.
3 semester hours
Offered: Spring only

MANAGEMENT 348
Project Management
Prerequisite: MGMT-302.
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. Prerequisite: Senior status.
3 semester hours
Offered: Spring/Summer/Fall

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 305.
Industrial Psychology
—See PSYC 300.
Social Psychology
—See PSYC 305.
Tests and Measurements
—See PSYC 323.

Marketing

MARKETING 205
Principles of Marketing
3 semester hours
Offered: Spring/Fall only

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: take 30 credits.
3 semester hours

MARKETING 306
Digital Consumer Behavior
A qualitative analysis of marketing as a system for the satisfaction of human wants. The contribution of psychologists, sociologists, anthropologists, and other behavioral scientists to the understanding of consumer behavior. Such topics as motivation, learning, life-cycle and social-class analysis, culture and custom. Prerequisite: MKTG 305.
3 semester hours
Offered: Fall only

MARKETING 307
Marketing 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.
3 semester hours
Offered: Spring only

MARKETING 308
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. Prerequisite: MKTG 305.
3 semester hours
Offered: Fall only

MARKETING 309
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. Prerequisite: MKTG 205.
3 semester hours

MARKETING 319
Integrated Marketing Communications
This course covers various methods of integrated marketing communications, with the focus on planning and execution of IMC programs. Case studies on award-winning examples of personalized and experiential marketing. Takes the perspective of the account executive or “client” side of business rather than the “creative” side. Prerequisite: MKTG 305.
3 semester hours
Offered: Spring only
MARTIAL ARTS STUDIES 110
Taekwondo (Beginner)
This is an 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.
2 semester hours
MARTIAL ARTS STUDIES 110A
Taekwondo I/II
Prerequisite/Corequisite: MARTS 110
1 semester hour

MARTIAL ARTS STUDIES 111
Taekwondo Practicum 2
This level of Taekwondo training focuses on the adaptation of the body to martial 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 the Back kick and Hook kick, sparring techniques with a focus on 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 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 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 11A
Taiji & Qi-gong
Prerequisite/Corequisite: MARTS 121.
1 semester hour

MARTIAL ARTS STUDIES 121A
Taiji (I/II)
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. Fighting applications of Taiji (as well as the health applications) will be presented. The concepts of flexibility and range of motion are introduced as tools to explain Taiji’s principles. Practicum 1 will also introduce physical principles of head suspended; the 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.
2 semester hours

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.
1 semester hour

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
Martial Arts Studies

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; chest concave; body rounded; shoulders lowered; waist loose; ‘qua’ loose; and deep breathing).

It introduces the skills required to incorporate the principles into Taiji learning and practice. The concepts of flexibility and range of motion are presented for discussion and written assignments. Research methods will be introduced to permit independent gathering of Taiji information for study and personal growth. Taiji 3 also presents Qigong training, continuing to prepare students physically for proper Taiji execution. Qigong exercises are more strenuous and are aimed at greater flexibility with longer strength-training periods.

Prerequisite: Marts 122 or Instructor’s Approval based on Testing.

1 semester hour

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.

1 semester hour

MARTIAL ARTS STUDIES 125
Taiji Sword

3 semester hours

MARTIAL ARTS STUDIES 131
Judo

2 semester hours

MARTIAL ARTS STUDIES 131A
Judo

Prerequisite/Corequisite: MARTS 131.

1 semester hour

MARTIAL ARTS STUDIES 133
Kumdo

2 semester hours

MARTIAL ARTS STUDIES 133
Kumdo

Prerequisite/Corequisite: MARTS 133.

1 semester hour

MARTIAL ARTS STUDIES 141
Tongil Moodo

2 semester hours

MARTIAL ARTS STUDIES 210
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 the 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.

3 semester hours

MARTIAL ARTS STUDIES 213
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.

3 semester hours

MARTIAL ARTS STUDIES 214
Daoism and Taiji

This course will examine both the historical and conceptual relationship between Daoism and Taiji. It will examine ways in which key concepts of Daoism are reflected in Taiji 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.

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 combination skills, 1st degree black belt (level 7) Jump Axe kick breaking techniques and 1st degree black belt level 6 belt Jump Front kick
Martial Arts Studies

Taijido Practicum 8
Practicum 8 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 254 Taiji Practicum 8

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—Taiji, 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. Prerequisite: Psychology 103.

3 semester hours
MARTIAL ARTS STUDIES 261 Psychosocial Aspects of Martial Arts

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 278 Survey of the Martial Arts

Meditation/Yoga
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.

2 semester hours
MARTIAL ARTS STUDIES 299 Meditation/Yoga

Prerequisite/Corequisite: MARTS 254

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 competitive Martial Artist level. Practicum 5 emphasizes coordination and flexibility. In Practicum 5 students begin the practice of the push hands and are introduced to the fast form that consists of set routines of defense, repositioning, attacks, movements and strikes. Prerequisite: MARTS 124 or Instructor’s Approval based on Testing.

1 semester hour
MARTIAL ARTS STUDIES 252 Taiji Practicum 5

Internal Strength Training
Instructor’s Approval based on Testing.
Prerequisite: MARTS 299

Meditation/Yoga

Prerequisite/Corequisite: MARTS 244

Practicum 6
Practicum 6 dedicates special attention to the philosophy and practice of Qi Gong for the purpose of cultivating qi and improving self-defense and short form skills. Self-defense on this level includes the study of yielding and sticking to neutralize an attacker’s strength and skills. The intermediate practica 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 competitive Martial Artist level. Practicum 6 also emphasizes correction and improvement of the Short Form. Prerequisite: MARTS 251 or Instructor’s Approval based on Testing.

1 semester hour
MARTIAL ARTS STUDIES 251 Taiji Practicum 6

SSW 237

Practicum 7
Practicum 7 focuses on the application of the short form for self-defense and it also emphasizes continued Short Form improvement. The intermediate practica (5-8) provide a comprehensive grasp of the self-defense and martial arts aspects of Taiji through the acquisition of specific techniques and training. Systematic training on this level is meant to help to prepare with the basic self-defense techniques and internal strength training 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 253 Taiji Practicum 7

Practicum 8
Practicum 8 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 254 Taiji Practicum 8

SSW 237

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 competitive Martial Artist level. Practicum 5 emphasizes coordination and flexibility. In Practicum 5 students begin the practice of the push hands and are introduced to the fast form that consists of set routines of defense, repositioning, attacks, movements and strikes. Prerequisite: MARTS 124 or Instructor’s Approval based on Testing.

1 semester hour
MARTIAL ARTS STUDIES 252 Taiji Practicum 5

Internal Strength Training
Instructor’s Approval based on Testing.
Prerequisite: MARTS 299

Meditation/Yoga

Prerequisite/Corequisite: MARTS 244
Martial Arts Studies

MARTIAL ARTS STUDIES 300
Martial Arts Research 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: 60 credits. 3 semester hours

MARTIAL ARTS STUDIES 310
Olympic Sparring Training
2 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 Keumgang (guiding theme “wisdom and virtuousness”), 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. Beginning 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 Taebak (guiding theme “human and nature”), 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 Keukmang (guiding theme “wisdom and virtuousness”), 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 Cheonkwon (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 the cultivation of ethical thinking. 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, 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 serve as teaching assistants.

1 semester hours

MARTIAL ARTS STUDIES 395
Senior Thesis or Presentation
The senior thesis or a 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 399
Independent Study
1-3 semester hours

Mass Communication

MASS COMMUNICATION 110
Public Communication
The process and variables of everyday public speaking are examined through situations, content, presentation strategies and effects, and by classroom practice in the basic principles of oral communication.

3 semester hours

MASS COMMUNICATION 111
Introduction to Mass Communication
The role and function of the mass media. Survey of traditional and digital media. Criticism, challenges and professional opportunities.

3 semester hours

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 persuasion, attitude formation and change. Students will analyze and present persuasive messages.

3 semester hours

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.

3 semester hours

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.

3 semester hours

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—websites, documents, ads, brochures, video, proposals, and more. This course will offer an introduction to Photoshop.

3 semester hours

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.

3 semester hours

MASS COMMUNICATION 235
Writing for Media
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.

3 semester hours

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.

3 semester hours

MASS COMMUNICATION 242
Introduction to New Media
An overture to digital media and new technology. This primer includes history, current digital media trends, and a look at the future of digital media. The class explores the social, political and cultural implications of an ever-changing media landscape. This is a heavily hands-on, project based class.

3 semester hours

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.
Mass Communication

3 semester hours

MASS COMMUNICATION 252
Introduction to Web Publishing
A comprehensive overview in planning, organizing and creating a web site. The course features emphasis on creative and communications imperatives in web page creation including design, layout, navigation and usability. Topics include web site types, structures, the importance of the home page, understanding screen real estate and how to use it effectively, 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.
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.
3 semester hours

MASS COMMUNICATION 260
Introduction to Film Studies
This course will help students develop a broad understanding of the various systems involved in filmmaking. They will adapt an analytical approach to film viewing in order to discover the range of meanings that are not readily apparent. The course focuses on key concepts of film aesthetics, form and style with the goal of informed critical analysis. It will look at the construction of film images, systems of film editing, film sound, and the varied modes of organizing these core elements. Students will define and analyze the cultural significance of various classics as well as modern and international films. By viewing and discussing films of different types and genres, students will demonstrate their knowledge through written assignments as well as exams and an oral presentation. Due to time constraints, in-class screenings will consist of select scenes. Students will be assigned full screenings to correspond with written assignments.
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. Students learn to use a content management system that will help them maintain client and employer websites.
3 semester hours

MASS COMMUNICATION 270
Public Relations
An introduction to 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.
3 semester hours

MASS COMMUNICATION 272
Creating Digital Media
This hands-on laboratory course offers students work in building digital media projects. Students will explore new techniques and platforms and build portfolio worthy projects they can use when seeking employment. It is recommended that a student has taken MCOM218 or has a basic understanding of Photoshop.
3 semester hours

MASS COMMUNICATION 277
Broadcast TV and News
Broadcast TV and News provides students with a hands-on experience with the production facilities in an immersive lab environment. Students will learn to demonstrate their ability to conceive, illustrate, preproduce, produce, and broadcast a news show.
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. Students output a resume, cover letter, and thank you letter for their dream job or internship. Extensive time is spent learning and rehearsing the answers to the most common interview questions.
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 299
Topics in Mass Communication
1-6 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. Prerequisite: Mass Communication 110.
3 semester hours

MASS COMMUNICATION 323
Advertising Copywriting
Critical study and application of communication principles and concepts as applied to planning and preparing advertising messages. Writing and visualization for print, broadcast, and digital media. Prerequisite: Mass Communication 220.
3 semester hours

MASS COMMUNICATION 330
Advertising Media Planning
An investigation of various mass media audiences' characteristics, preferences and composition and how that information is obtained and used in planning media strategy in advertising. Topics include characteristics and evaluation of major media rates and sources of information; problems of coverage, duplication, costs and scheduling. Prerequisite: Mass Communication 220.
3 semester hours

MASS COMMUNICATION 333
TV Commercials
Study how advertising strategies are translated into creative briefs and message strategies that guide the creative process. Special consideration is given to the roles of TV commercials, the format elements of TV commercials, the
advantages of TV commercials, the creative process of designing TV commercials, and the creation of TV commercials. Prerequisite: Mass Communication 220.
3 semester hours

MASS COMMUNICATION 339  
Advertising and Public Relations Campaigns  
A real-world, hands-on experience where the class acts as an agency and produces a high-end, full-up advertising and public relations campaign for a client. There’s in-depth analysis and practice in strategies and tactics employed in creating a campaign. Class yields an impressive array of traditional and digital collateral that students can use in their portfolios. Prerequisite: Mass Communication 220.
3 semester hours

MASS COMMUNICATION 341  
Magazine and Feature Writing  
An in-depth experience of writing for digital and traditional media. Focus is on the additional research and preparation needed for this writing genre. Principles of advocacy and rhetoric and their relevance in the news media are explored. Prerequisite: Mass Communication 235 or 240.
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 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.
3 semester hours

MASS COMMUNICATION 352  
Advanced Web Publishing  
This course sets out to define and apply advanced concepts of HTML and CSS 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 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

MASS COMMUNICATION 360  
Broadcast News Writing  
Instruction and practice in the basics of writing news for broadcast media. Emphasis on broadcast style, specificity of language, time constraints and other considerations unique to traditional and digital radio and television news. Prerequisite: Mass Communication 235 or 240.
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, digital media, broadcast, non broadcast, production, and many more. Prerequisites: Juniors and Seniors who already have portfolio pieces created from prior class-
es. Sophomores upon instructor's approval.
3 semester hours

MASS COMMUNICATION 370  
Publicity Methods  
A real-world, hands-on experience where the class acts as an agency and produces a high-end, full-up public relations campaign for a client that includes free and paid media. Students see a project through from the discovery phase through to the delivery of the campaign to the client. Class yields an impressive array of traditional and digital collateral that students can use in their portfolios. Prerequisite: Mass Communication 220.
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  
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.
3 semester hours

MASS COMMUNICATION 398  
Internship  
Professional, supervised work in an organization related to career goals. Prerequisite: Permission of department required.
3 semester hours
Mathematics

MATHEMATICS 102 (FORMERLY 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.
3 semester hours

MATHEMATICS 103
Introduction to College Algebra and 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.
3 semester hours

MATHEMATICS 106
College Algebra
A 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 degree programs that require pre-calculus and beyond. Prerequisite: Math 105 or Mathematics Placement Exam
3 semester hours

MATHEMATICS 109
Precalculus Mathematics
A rigorous course for those intending to study calculus at the university level that is heavily focused on all topics trigonometry, as well analytic geometry, conic sections, limits, introduction to derivatives, and the applications of these mathematical skills in modeling of real life situations. Prerequisite: “C+” or better in MATH 106 or Mathematics Placement Exam
4 semester hours

MATHEMATICS 110
Calculus and Analytic Geometry I
4 semester hours

MATHEMATICS 112
Calculus and Analytic Geometry II
Derivatives and integrals involving exponential, logarithmic, inverse trigonometric and hyperbolic functions. L’Hospital’s rule. Techniques of integration including substitution method, integration by parts, partial fraction expansions, approximate integration, use of integral tables. Improper integrals. Infinite sequences and series. Taylor and Maclaurin series representations of functions. Parametric equations and polar coordinates. Applications to geometry, engineering, and the physical, natural and social sciences. 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 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 103.
3 semester hours

MATHEMATICS 214
Linear Algebra
System of linear equations and matrix algebra, determinants, vector spaces, eigenvectors, linear transforms and orthogonality. Prerequisite: “C” or better in MATH 110.
3 semester hours

MATHEMATICS 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

MATHEMATICS 227
Discrete Structures
This course is an introduction to some of the discrete mathematical structures relevant to computer science, including set theory, algebraic operations and relations, formal mathematical proof, induction and recursion, counting techniques and graph theory. Required of Math majors. Identical to Computer Science 227. Prerequisite: “C” or better in MATH 109.
3 semester hours

MATHEMATICS 281 (FORMERLY 301)
Differential Equations
A course in ordinary differential equations (ODEs). Classification of ODEs. Existence and uniqueness theorems. Solution of first and second order linear ODEs. Nonlinear, exact, homogeneous and higher order ODEs. Power series and Laplace transform solutions. Systems of ODEs. Applications include topics in engineering and the physical, natural and social sciences. Prerequisite: “C” or better in MATH 112.
3 semester hours

MATHEMATICS 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 differen-
tion, 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

MATH 319
Introduction to the Theory of Numbers
3 semester hours

MATH 323 Probability and Statistics I
Classical theory of probability. Sample spaces, probability and conditional probability, Bayes’ Rule, random variables and their distributions. Discrete and continuous distributions, transformations and moment generating functions. Prerequisite: “C” or better in MATH 112.
3 semester hours

MATH 324 Probability and Statistics II
Statistical theory. Sampling distributions, the Central Limit Theorem, estimation, confidence intervals, hypothesis testing (includes normal, t, chi-square and F-test), type I and type II error, regression analysis. Prerequisite: “C” or better in MATH 323.
3 semester hours

MATH 341 (MATH 341/CPS 341)
Operations Research
Linear programming formulation of optimization problems. The simplex method, degeneracy and duality. Transportation and assignment problems, integer programming and network flows. Prerequisite: “C” or better in MATH 214 and MATH 227/CPS 227.
3 semester hours

MATH 351 Advanced Analysis for Scientists and Engineers I
Matrix algebra and the eigenvalue problem. Fourier series, integrals and transforms. Partial differential equations. Sturm-Liouville Systems and orthogonal functions. Bessel, Legendre, Gamma, Dirac-delta and other special functions. Applications to various areas of science and technology. Prerequisites: “C” or better in MATH 281 (Differential Equations) and MATH 215 (Multivariable Calculus) or permission of the instructor.
3 semester hours

MATH 352 Advanced Analysis for Scientists and Engineers II
Functions of a complex variable. Conformal mapping. Laurent Series, residues and contour integration. Prerequisites: “C” or better in MATH 281 (Differential Equations) and MATH 215 (Multivariable Calculus) or permission of the instructor.
3 semester hours

MATH 380 Selected Topics in Mathematics
Topics which are not currently in other mathematics courses. Examples are mathematical modeling, complex analysis, calculus of variations and selected topics in differential equations. May be taken more than once for credit when topics are different. Prerequisite: Completion of at least 24 credits in mathematics or permission of instructor.
1-3 semester hours

MATH 391 Modern Algebra
An introduction to abstract algebraic structures. Groups, cyclic groups, subgroups, permutation groups, direct products, subgroup lattices, cosets and normal subgroups. GAP computational algebra software utilized. Required of mathematics majors. Prerequisite: “C” or better in MATH 214.
3 semester hours

MATH 393 Seminar in Mathematics
A course wherein students listen to mathematics presentations by faculty, visiting speakers, and other students. Students read undergraduate mathematics and work on challenging problems. Students present work in undergraduate mathematics research. Prerequisite: Permission of instructor.
1-3 semester hours

MATH 399 Independent Study
Advanced work in areas of mathematics under the supervision of a department faculty member. Prerequisite: Permission of Division Director.
1-3 semester hours

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 200
Undergraduate Co-op/Internship in Mechanical Engineering
By arrangement.
1-3 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: Mathematics 112, Chemistry 103. Co-requisite: Mathematics 215.
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: Chemistry 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: Mathematics 112, Physics 207.
3 semester hours

MECHANICAL ENGINEERING 252
Engineering Mechanics: Dynamics
This course is designed to teach kinematics and kinetics of particles and rigid bodies. Newton’s laws of motion, work-energy, and
impulse-momentum are studied and applied to practical engineering problems.

Prerequisites: Mechanical Engineering 250 (C or better), Mathematics 215

3 semester hours

MECHANICAL ENGINEERING 303

Applied Thermodynamics

This course applies thermodynamics principles to the analysis of power generation, refrigeration, and air-conditioning systems. The topics include: gas and vapor power cycles, refrigeration and heat pump cycles, properties of gas mixtures and psychrometrics, exergy, combustion, and chemical equilibrium.

Prerequisites: Mechanical Engineering 203

3 semester hours

MECHANICAL ENGINEERING 305

System Dynamics

This course is an introduction of mathematical modeling of dynamic systems with mechanical, thermal, hydraulic, and electrical elements. Modeling techniques based on physical principles are used to generate system transfer functions. Analytical and computer simulations are used to study system behaviors. Topics include transient response analysis, frequency response analysis, stability, and feedback control design.

Prerequisites: Mechanical Engineering 252, Mathematics 281, Electrical Engineering 233, Electrical Engineering 235

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: Mechanical Engineering 203, Mathematics 215 (C or better), Mathematics 281 (C or better)

3 semester hours

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: Mechanical Engineering 250

3 semester hours

MECHANICAL ENGINEERING 315

Mechanical Vibrations

This course covers vibration analysis of single and multi-degree-of-freedom systems as well as continuous systems, including both damped and undamped free and forced vibration.

Pre-requisite: Mathematics 281, Mechanical Engineering 252, Mechanical Engineering 310.

3 semester hours

MECHANICAL ENGINEERING 350

Machine Design

This course covers part modeling, selection, and engineering analysis of product components to design structural frame, bearings, supporting beam, shafts, springs, gears, fasteners, and other elements in a machinery and mechanical systems.


3 semester hours

MECHANICAL ENGINEERING 361

Senior Design Project I

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: Mechanical Engineering 307, Co-requisite: Mechanical Engineering 350.

3 semester hours

MECHANICAL ENGINEERING 362

Senior Design Project II

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: Mechanical Engineering 361

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: Mathematics 281 (C or better), Mechanical Engineering 203, Mechanical Engineering 307

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: Mechanical Engineering 307, Mechanical Engineering 363

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: Mechanical Engineering 310

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: Mechanical Engineering 250, Electrical Engineering 233, Electrical Engineering 235

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 Engineering • Medical Laboratory Science

MECHANICAL ENGINEERING 399
Independent Study in Mechanical Engineering
Independent study of advanced topics in Mechanical Engineering. Problem assignment to be arranged with and approved by the department.
3 semester hours

MEDICAL LABORATORY SCIENCE (MLSC)

MEDICAL LABORATORY SCIENCE 301
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.
Offered: Spring/Fall only
2 Semester hours

MEDICAL LABORATORY SCIENCE 301L
Phlebotomy Lab
Introduction to the 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.
Offered: Spring/Fall only
1 Semester hour

MEDICAL LABORATORY SCIENCE 310
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 or 213. Recommend MLSC 315 or Bio 114 as a prerequisite for Biology majors.
Offered: Spring/Fall only
2 semester hours

MEDICAL LABORATORY SCIENCE 310L
Intro to Hematology Laboratory
This course will provide an extensive orientation to a hematology laboratory and include a more extensive component for coagulation and body fluid examination. Students will use this material as a pre-requisite to clinical rotations. Prerequisite: MLSC 315, Biology 102, 211 or 113, or 213. Lab fee assessed.
Offered: Spring/Fall only
2 semester hours

MEDICAL LABORATORY SCIENCE 311
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: Chemistry 380 with a C or better.
Offered: Spring/Fall only
2 semester hours

MEDICAL LABORATORY SCIENCE 314
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: Biology 341 or MLS 341.
Offered: Spring/Fall only
2 semester hours

MEDICAL LABORATORY SCIENCE 315
Fundamentals of Medical Laboratory Science
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 procurement and processing. Prerequisite: Biology 102.
Offered: Spring/Fall only
2 semester hours

MEDICAL LABORATORY SCIENCE 317
Mycology/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: Biology 320.
Offered: Spring only
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.
Offered: Spring/Fall only
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.
Offered: Spring/Fall only
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, performance 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.
Offered: Spring/Fall only
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. Pre-requisite Biology 320 with a C or better.
**Offered: Fall only**
3 semester hours

MEDICAL LABORATORY SCIENCE 332L
**Medical Microbiology Lab**
The study of infectious disease processes; the biology of pathogenic microorganisms; the etiology, pathology, diagnosis and epidemiology of viral and bacterial disease. Must be taken with MLSC 332. Pre-requisite Biology 320 with a C or better. Lab fee assessed.
**Offered: Fall only**
1 semester hour

MEDICAL LABORATORY SCIENCE 341
**Immunology**
This course is taught in conjunction with the Bio441 immunology course, the laboratory section is devoted to immunologic and serologic techniques utilized in a clinical laboratory. Pre-requisite Biology 211 with a C or better.
**Offered: Spring/Fall only**
3 Semester hours

MEDICAL LABORATORY SCIENCE 341L
**Immunology Lab**
Consideration of the basic principles and concepts of the mechanics of immunity and the relation of immunological phenomena to biological problems. Pre-requisite Biology 211 with a C or better. Lab fee assessed.
**Offered: Spring/Fall only**
1 Semester hour

MEDICAL LABORATORY SCIENCE 350
**Advanced Hematology**
Lecture/laboratory focusing on advanced principles of hematologic testing leading to improved interpretative 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 310L with a C or better.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
2 semester hours

MEDICAL LABORATORY SCIENCE 355L
**Clinical Immunohematology (Clinical)**
Blood typing, antibody screening 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.
**Offered: Spring/Fall only**
4 semester hours

MEDICAL LABORATORY SCIENCE 356
**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.
**Offered: Spring/Fall only**
1 semester hour

MEDICAL LABORATORY SCIENCE 380
**Phlebotomy Rotation**
Performance and observation of various phlebotomy techniques in potentially both inpatient and outpatient settings.
**Offered: Spring/Fall only**
2 semester hours

MEDICAL LABORATORY SCIENCE 382
**Clinical Hematology Laboratory Rotation (Clinical)**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
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.
**Offered: Spring/Fall only**
1 semester hour

MEDICAL LABORATORY SCIENCE 399
**Independent Study**
An opportunity for the student to pursue individual study in their field of interest under the supervision of a specialist. Prerequisite: Permission of instructor and the Department Chair.
1-6 semester hours
MEDICAL LABORATORY SCIENCE 410
Advanced Hematology
Lecture/laboratory focusing on advanced principles of hematologic testing leading to improved interpretative 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: MDTCH 310 with a C or better.
2 Semester hours

MEDICAL LABORATORY SCIENCE 411
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 414
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 420
Clinical Hematology Rotation
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 a C or better, and successful completion of the clinical readiness examination.
4 Semester hours

MEDICAL LABORATORY SCIENCE 421
Clinical Chemistry Rotation
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 422
Clinical Microbiology Rotation
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 424
Clinical Immunohematology Rotation
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 431
Clinical Correlations
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 432
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 109
Music Theory I
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 & 110A
Aural Theory I & II
Development of aural skills beginning with fundamentals, including interval, scale, and triad recognition; solfegé, sight-singing, sight-reading, and dictation.
1 semester hour

MUSIC 110
Music Theory II
The study of species counterpoint as a tool to inform analysis, improvisation, performance, and composition. First through fourth species are studied in two and three voices.
3 semester hours

MUSIC 121
Music Appreciation
A basic course in the elements of music and their historical application in Western music. Active listening and student participation is emphasized.
3 semester hours

MUSIC 122
Music in the Liberal Arts
This course explores the influences of music on and from fields such as literature, mathematics, religion, business, and psychology. It is designed to develop a passion for creative sounds through phonocentric skills developed in class, extensive reading, and written assign-
Music

MUSIC 05
Music History III
An examination of the varied music produced from the late nineteenth century into the twentieth-first, including influential works and major composers. Connections will be made to relevant historical, cultural, and philosophical developments. Prerequisite: MUSC 122, MUSC 203 and 204, or permission of the instructor.
3 semester hours

MUSIC 07
History of Jazz
A study of the periods of jazz, jazz performers and composers, trends, influences, stylistic features, and related materials.
3 semester hours

MUSIC 08 & 08B
Jazz Improvisation and Repertoire I & II
Study of jazz improvisation through the study of harmony and style. Students analyze and transcribe solos. Prerequisites: MUSC 109 & 110.
3 semester hours

MUSIC 13 & 14
Songwriting I & II
Students will compose songs in various commercial and popular idioms, with assistance from peers and the instructor in editing, revising and refining their creations, leading to a portfolio of notated and recorded work. Prerequisites: MUSC 109 & 110.
3 semester hours

MUSIC 215
Music Theory III
Introduction to the harmonic and formal practices of the seventeenth and eighteenth centuries in Western music. Examples from the repertoire studied. Continues the study of four-part writing.
3 semester hours

MUSIC 215A & 215B
Aural Theory III & IV
More advanced development of aural skills, including interval, scale, and triad recognition, solfège, sight-singing, sight-reading, harmonic analysis, and dictation.
1 semester hour

MUSIC 216
Music Theory IV
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 studied.
3 semester hours

MUSIC 220
Vocal Diction
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 & 256
Fundamentals of Piano I & II
Development of basic keyboard skills in a group setting.
3 semester hours

MUSIC 398
Internship
Professional, supervised, unpaid work experience in an organization related to the student’s career goals in music. Permission of program director required.
1 semester hour

MUSIC 399
Independent Study
Specialized advanced projects in subjects not covered by course offerings. Conferences with designated Independent Study advisor. Permission of program director required.
1–3 semester hours

MUSIC 414
Business of Music
Practical knowledge of skills necessary to function and flourish as a professional musician. Standard business models for private studio teaching, not-for-profits, performing contracts, artist management, recording and publishing.
3 semester hours

Ensembles

MUSIC 103
University Singers
The University Singers is an un auditioned, mixed-voice chorus open to all members of the University community. It performs music
ranging the complete breadth of choral repertoire at concerts and University functions.  
1 semester hour.

MUSIC 104  
Chamber Singers  
Auditioned vocal ensemble drawn from the University Singers sings demanding music; permission of instructor or program director required.  
1 semester hour.

MUSIC 105  
Orchestra  
A university-community orchestra offering opportunity for public performance.  
1 semester hour.

MUSIC 106  
Fusion Ensemble  
Instrumental ensemble performing in a variety of configurations and genres, with focus on commercial, contemporary, and popular musical styles. Opportunities for arranging, composition, improvisation, and songwriting.  
1 semester hour.

MUSIC 107A-P  
Chamber Ensembles  
Development of musical skills related to functioning within a small ensemble. An exploration of rehearsal techniques and group dynamics leading to performance of chamber ensemble repertoire.  
1 semester hour.

MUSIC 108  
UB Percussion Group  
Percussion ensemble performing in concert.  
1 semester hour.

MUSIC 109  
Accompanying  
Serving as piano accompanist for University ensembles, productions, vocal lessons, or instrumental lessons as assigned.  
1 semester hour.

MUSIC 111  
Concert Band  
A university-community wind ensemble offering opportunity for public performance.  
1 semester hour.

Music Education

MUSIC EDUCATION 240  
Field Experience in Music Education  
Designed to give the prospective music teacher firsthand knowledge of the role, responsibilities, and skill set of the professional music educator and the realities of contemporary music education by observing and assisting experienced music teachers in local schools and arts organizations, and reflecting on the experience.  
1 semester hour.

MUSIC EDUCATION 311  
Conducting  
Students will acquire or refine further the fundamentals of an effective conducting technique, as well as rehearsal techniques and approaches to score study. 3 semester hours.  

MUSIC EDUCATION 320  
Group Instruction in Voice  
Designed to provide the future school music teacher with improved proficiency as a singer, an understanding of vocal development, and the ability to develop students’ singing voices at all grade levels.  
3 semester hours.

MUSIC EDUCATION 321  
Group Instruction in Strings  
Designed to provide the future school music teacher with basic proficiency on string instruments, and the skills needed to teach string players at all grade levels.  
3 semester hours.

MUSIC EDUCATION 322  
Group Instruction in Woodwinds  
Designed to provide the future school music teacher with basic proficiency on woodwind instruments, and the skills needed to teach woodwind players at all grade levels.  
3 semester hours.

MUSIC EDUCATION 323  
Group Instruction in Brass  
Designed to provide the future school music teacher with basic proficiency on brass instruments, and the skills needed to teach brass players at all grade levels.  
3 semester hours.

MUSIC EDUCATION 324  
Group Instruction in Percussion  
Designed to provide the future school music teacher with basic proficiency on both pitched and unpitched percussion instruments, and the skills needed to teach percussionists at all grade levels.  
3 semester hours.

MUSIC EDUCATION 331  
Literature and Techniques for Choral Music  
A study of choral literature and rehearsal techniques appropriate for all grade levels.  
3 semester hours.

MUSIC EDUCATION 332  
Literature and Techniques for Instrumental Music  
Study of band, orchestra, and jazz ensemble literature with emphasis on rehearsal techniques and problems related to band and orchestra organization.  
3 semester hours.

MUSIC EDUCATION 341  
Choral Practicum  
Designed to give the music education student an opportunity to expand conducting technique, develop rehearsal techniques, and expand familiarity with standard choral literature. Opportunity will be provided to rehearse and conduct University choral ensembles.  
1 semester hour.

MUSIC EDUCATION 342  
Instrumental Practicum  
Designed to give the music education student an opportunity to expand conducting technique, develop rehearsal techniques, and expand familiarity with standard instrumental literature. Opportunity will be provided to rehearse and conduct University instrumental ensembles.  
1 semester hour.

MUSIC EDUCATION 343  
Music in Elementary Schools  
Musicianship skills, musical repertoire, pedagogy, and problem-solving for teaching music in prekindergarten through grade six.  
3 semester hours.

MUSIC EDUCATION 344  
Music in Secondary Schools  
Musicianship skills, musical repertoire, pedagogy, and problem-solving for teaching music in secondary schools.  
3 semester hours.

MUSIC EDUCATION 399  
Independent Study  
Specialized advanced projects in subjects not covered by course offerings. Conferences with designated independent study advisor. Permission of program director required.  
1-3 semester hours.

MUSIC EDUCATION 435  
Designing Curriculum and Instruction in Music  
In this seminar, students will explore, and critically reflect upon, the relationships among music, philosophy, psychology, sociology, and education. Course content includes aesthetic
and praxial philosophies of music and the arts (from ancient Greece to the present) as well as the psychology of music, the history and sociology of music, and influential practices and schools of thought within the profession (i.e., Dalcroze, Gordon, Kodaly, Orff). Students will explore the implications of course concepts for contemporary music education at all grade levels.

3 semester hours

Nursing

NURSING 301
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

NURSING 302
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

NURSING 303
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)

NURSING 304
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

NURSING 305
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)

NURSING 306
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 307
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

NURSING 308
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 390
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

NUTRITION 121
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

NUTRITION 122
Introduction to Biochemistry

A review of basic general chemistry topics 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, lipids, 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
Nutrition • Philosophy

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.
2 semester hours

NUTRITION 295
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 299
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.
Offered: Spring/Fall only
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.
Offered: Every 3rd of 4th Semester
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.
Offered: Every 3rd of 4th Semester
3 semester hours

PHILOSOPHY 110
Health Care Ethics
Explores ethical issues relating to health care. Topics include doctor-patient confidentiality, the right to refuse treatment, animal experiments, abortion, and euthanasia, among others.
Offered: Spring/Fall only
3 semester hours

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.
Offered: Spring only
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. Prerequisite: English 101.
Offered: Every 3rd of 4th Semester
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?
Offered: Every 3rd of 4th Semester
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.
Offered: Spring only
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. Prerequisite: English 101.
Offered: Every 3rd of 4th Semester
3 semester hours

PHILOSOPHY 340
Selected Topics in Philosophy
Concentrated study of a major figure or theme that will supplement the offerings in the department.
Offered: Every 3rd of 4th Semester
3 semester hours

PHILOSOPHY 398
Internship
1–6 semester hours
PHYSICS 103
Basic Concepts of Physics I
Space and matter, particles in motion, Newtonian mechanics, atoms and heat, wave phenomena. Lab fee assessed.
Offered: Fall only
2 lectures; 1 two-hour lab; 3 semester hours

PHYSICS 111
Principles of Physics I
Offered: Spring/Fall only
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 201
General Physics I
A non-calculus course which presents an introduction to classical mechanics, heat and thermodynamics. Prerequisite: Mathematics 105 or 106; minimum grade C. Lab fee assessed.
Offered: Spring/Fall only
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 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: Physics 201; minimum grade C. Lab fee assessed.
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 205
Principles of Physics I
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 207
Principles of Physics I
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 208
Principles of Physics II
3 lectures; 1 three-hour lab; 4 semester hours

PHYSICS 209
Principles of Physics III
Heuristic analysis for Scientists and Engineers
Matrix algebra and the eigen value problem. Fourier series, integrals and transforms. Partial differential equations. Sturm-Liouville Systems and Orthogonal Functions. Bessel, Legendre, Gamma, Dirac-delta and other special equations. Applications to various areas of science and technology. Prerequisites: Mathematics 215 and 281; minimum grade C.
3 semester hours

PHYSICS 351
Advanced Analysis for Scientists and Engineers
Functions of a complex variable. Conformal mapping. Laurent Series, residues and contour integration. Prerequisites: Mathematics 215 and 281; minimum grade C.
3 semester hours
international financial and other organizations.

**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 Public 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. Prerequisite: Political Science 101 or 204.

**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 216 Gender Politics from a Global Perspective**

This course examines the main theoretical approaches, questions, debates, and findings about the role of gender in politics across countries. Students will analyze the global variation in women’s political participation and voting behavior; women’s representation in executive and legislative offices; the impact of women’s leadership on various policy areas; and women’s participation and activism in civil society.

**3 semester hours**

**POLITICAL SCIENCE 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 semester hours**

**POLITICAL SCIENCE 229 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.

**3 semester credits**

**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 303 (PSG/303/IPED 340) Political Economy of Latin America**

This course will explore pre-Columbian, 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, to Third World politics, to an emerging center of democratic capitalism. Prerequisites: IPED 201 or 202 or instructor permission.

**3 semester hours**

**POLITICAL SCIENCE 305 International Relations**

International Relations is an upper-level course focused on the study of the interactions between diverse international actors, ranging from states and international organizations to individuals and non-governmental organizations (NGOs). In this course, we will explore some of the persistent problems of global politics, such as violence, inequality and environmental degradation. Prerequisite: Political Science 204 or 206 or 207.

**3 semester hours**

**POLITICAL SCIENCE 312 Diplomacy and Foreign Policy**

This course examines the role of diplomacy in international relations. Through readings and discussions we try to answer several questions: what is diplomacy? What is the role of diplomacy in foreign policy making? Who are diplomats and what do they do? What is the art of diplomacy? How to become an effective negotiator? How does culture affect international negotiations? What is public diplomacy? And what is the future of diplomacy in international relations?

**3 semester hours**

**POLITICAL SCIENCE 321 (PSG/321) Political Economy of East Asia**

In recent decades, the East Asian region has often been described as a model of socio-economic 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 323 (PSCI 323/PHIL 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

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 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. Prerequisite: Political Science 101 or 223. 3 semester hours

POLITICAL SCIENCE 351
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 semester hours

POLITICAL SCIENCE 371
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 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

POLITICAL SCIENCE 395
Senior Thesis
After completing Social Science Research Methods, students work individually with a faculty advisor to research and write a thesis on a topic of interest related to the field of Political Science. The project should build upon research methodologies and theoretical perspectives introduced in Introduction to Political Science and Methods and Social Science Research Methods as well as other relevant courses in the major. Prerequisite: completion of 90 credits. 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. 1-6 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 influence the practice of contemporary 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, interpretive, 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 260
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

FACTORIALS 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
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 then explores 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 studied. While this course uses mostly examples from the U.S., experiences from other countries are also discussed where it is pertinent. Prerequisite: PRST 201 & 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 334 & 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 leadership 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 function-
Psychology

ing, 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 Psychology) which can be taken concurrently with PSYC 103 and PSYC 205 (Lifespan Developmental Psychology).

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 to adulthood. Students explore experiences and values related to risk taking, friendship, peer-groups, peer-pressure, marriage, relationships, parenting, and sexuality. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 202
Adolescence
This course will examine the theories and issues surrounding biological, cognitive and psychosocial development from post-pubescence to adulthood. Topics will include attachment, social development, theories and theorists related to developmental change, aging, and health factors impacting each stage of 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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 205
Lifespan Developmental Psychology
The course will examine the theories and issues surrounding biological, cognitive, and psychosocial development from birth through death. Topics will include attachment, social development, theories and theorists related to developmental change, aging, and health factors impacting each stage of 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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 260
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 267
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 276
Industrial/Organizational Psychology
This course provides an application of psychological principles to industry, business, transportation, communications, institutions, leadership, and consumer behavior. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 280
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 291
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 316
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher. 3 semester hours

PSYCHOLOGY 333
Exceptional Child
Major categories of exceptional children, their identifying characteristics, and programs to meet their special needs. Course also includes
Psychology

an introduction to child psychopathology. Nature of different disorders, theories of causation, and treatment approaches such as play therapy, behavioral modification, and family therapy. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

3 semester hours

PSYCHOLOGY 348
Psychology of Gender
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 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

3 semester hours

PSYCHOLOGY 380
Biological Psychology/Neuroscience
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.

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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.
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. Prerequisite Course: PSYC 103 with a grade of “C” or higher.
1-6 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. Required: At least a “C” to enter Retailing 304
3 semester hours
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 applies 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 207
Strategies of Selling
Development of professional selling techniques necessary for efficiency and success in all phases of retailing and wholesaling. Expertise in a retail product line is developed through a product research project.
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, 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 203.
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

RETAILING 313
Organizational Management
A study of the management decisions faced by the retail executive in today’s marketplace. Topics include locations, retail store layout, security, the customer service mix, retail credit arrangements and their cost-benefit relationships. Human resource concerns include recruitment, personnel changes, retraining and layoffs; employee benefits and their impact on both morale and budgets. Students research in-depth one of the top international retailers for practical solutions to a profitable retail environment. Prerequisite: Retailing 201, and Marketing 305; junior and seniors majors only.

May not be taken same semester as Fashion Merchandising 270.
3 semester hours
Offered: Alternating semesters annually

RETAILING 330
International Fashion Marketing/Product Development
An examination of international trade for textile and apparel industries. This course studies supporting agencies, foreign manufacturing, distribution, financing, transportation, tariffs and customs regulation. The student will be required to research exporting and importing a product and to prepare both a written and oral presentation. Prerequisites: RETL 205 and RETL 206.
3 semester hours
Offered: Alternating semesters annually

RETAILING 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. Offered: Every semester
3 semester hours
Offered: Alternating semesters annually

RETAILING 399
Independent Study in Fashion Merchandising, Textiles or Related Retailing Techniques
Independent study in fashion merchandising, textiles or related retailing techniques. Prerequisite: B.S. Degree Fashion Merchandising and Retailing seniors only; permission of chair. A three-credit internship is possible which combines one-credit of work experience with two-credits of independent research.
1-3 credits
Offered: Alternating semesters annually

RUSSIAN 102
Elementary Russian II
This course builds on the foundations laid in Russian 101 and continues to introduce students to Russian language and culture. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course students are expected to reach a beginner level of Russian language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; engage in a conversation in a target language on a familiar topic; express opinions/feelings about a familiar topic; read and comprehend short simple texts; write short simple sentences. Prerequisite: Russian 101.
3 semester hours

RUSSIAN 103
Intermediate Russian I
This course builds on the foundations laid in Russian 101 and Russian 102 and provides an opportunity to improve Russian language proficiency beyond the beginner level. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. Prerequisite: Russian 102.
3 semester hours

RUSSIAN 104
Intermediate Russian II
This course builds on the foundations laid in Russian 103. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach an intermediate level of Russian language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in a target language on a range of topics; express opinions/feelings about a range of topics; read and comprehend
medium length texts; write medium complexity sentences. Prerequisite: Russian 103. 
3 semester hours

Science

SCIENCE 107
Environmental Conservation
A module-driven lecture and laboratory course that will introduce students to important ecological issues and conservation efforts. We will mix lecture with engaging discussions and hands-on lab work in a hybrid format that will explore climate change, pollution, extinction, and other "hot topics" impacting our ecology today. Students will have the opportunity to review lecture material with module-based videos and supplement their knowledge by reading news and research articles. Our laboratory experience will culminate in a group research project exploring the impact of various pollutants on the growth of plants over several laboratory sessions.
2 lecture periods; 1 two-hour laboratory; 3 semester hours

SCIENCE C101
Our Environment: The Earth
The scientific examination of our planet focusing on the interaction of astronomy, biology, chemistry, geology, and physics, in the formation, evolution, and dynamics of the Earth. Lab fee assessed.
Offered: Spring/Summer/Fall
2 lecture periods; 1 two-hour laboratory; 3 semester hours

SCIENCE C102
Humans and the Environment
A scientific examination of the human organism and the interactions between humans and the environment as they affect not only humans but also the health and viability of home planet Earth. Lab fee assessed.
2 lecture periods; 1 two-hour laboratory; 3 semester hours

SCIENCE C106
Microbes in Our World
A course designed to provide the student with an understanding of the role of microbes in our lives, and their real and alleged effects on the environment. Emphasis is placed on both the beneficial and the detrimental effects of microbes on humans and the environment. Lab fee assessed.
2 lecture periods; 1 two-hour laboratory; 3 semester hours

Social Sciences

SOCIAL SCIENCES C201
Introduction to the Social Sciences
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 260
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, 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 Sciences 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.
1-6 semester hours

SOCIAL SCIENCES 399
Independent Study
For the student who wishes to specialize in ad-
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**
Fundamentals of sociological study. Concepts, logic, and methods of sociology. Social interaction and social change in groups, institutions, and society. Offered: Fall and Spring 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. Prerequisite: SOC 101 or 102; minimum grade C. 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: CJHS 118 or SOC 118; minimum grade C. 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 301**
**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 305**
**Social Psychology**
Prerequisite: PSYC 305. 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. Prerequisite: CJHS/SOC 118 or SOC 101 or SOC 204. 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. Prerequisite: CJHS/SOC 118; minimum grade C. 3 semester hours

**SOCIOLOGY 316**
**White Collar Crime**
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 Benera, John Cavanaugh, Joseph Stiglitz. 3 semester hours

**SOCIOLOGY 395**
**Senior Thesis**
1-6 semester hours

**SOCIOLOGY 398**
**Internship**
1-6 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**
In this course students are introduced to the Spanish language and culture of Spanish-speaking countries. Basic skills in speaking, listening, reading, and writing are developed. Cultural readings and videos are included in each lesson giving the students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. This is a course for students with little or no knowledge of Spanish language. 3 semester hours

**SPANISH 102**
**Elementary Spanish II**
This course builds on the foundations laid in Spanish 101 and continues to introduce students to the Spanish language and culture of Spanish-speaking countries. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary

261
and grammar in a classroom conversation. By the end of this course students are expected to reach a beginner level of Spanish language proficiency and should be able to understand/identify familiar vocabulary and conversation topics; engage in a conversation in a target language on a familiar topic; express opinions/feeling about a familiar topic; read and comprehend short simple texts; write short simple sentences. Prerequisite: Spanish 101.

3 semester hours

SPANISH 103
Intermediate Spanish I
This course builds on the foundations laid in Spanish 101 and Spanish 102 and provides an opportunity to improve Spanish language proficiency beyond the beginner level. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. Prerequisite: Spanish 102.

3 semester hours

SPANISH 104
Intermediate Spanish II
This course builds on the foundations laid in Spanish 103. Skills in speaking, listening, reading, and writing are further developed. Cultural readings and videos are included in each lesson giving students additional opportunities to utilize target vocabulary and grammar in a classroom conversation. By the end of this course the students are expected to reach an intermediate level of Spanish language proficiency and should be able to understand/identify a range of vocabulary items and topics; engage in a conversation in a target language on a range of topics; express opinions/feelings about a range of topics; read and comprehend medium length texts; write medium complexity sentences. Prerequisite: Spanish 103.

3 semester hours

Theatre

THEATRE 103
Introduction to Theatre
The art of the theatre: its literature, structure and aesthetics. Explanation of how each of the elements of theatre - acting, directing, design, playwriting, dramaturgy, and theatre spaces – contribute to the creation of the total production. 3 semester hours.

THEATRE 107
Movement for Theatre I
Basics of movement for the stage, focusing on posture, flexibility and strength, as well as expressive use of the body.
3 semester hours.

THEATRE 108
Voice and Diction for the Stage
An introduction to basic techniques of voice, speech and diction. Development of a more vibrant and expressive speaking voice through fundamentals of breath, posture, and vocal tract development. Introduction to the International Phonetic Alphabet as a path to correct English pronunciation and easier acquisition of dialects. Body-voice exercises to free body, voice, and breath.
3 semester hours.

THEATRE 115
Stagecraft I
Introduction to the theory, techniques, materials and equipment of theatre technology. Emphasis on set construction, scenery rigging, lighting, sound and costume construction.
3 semester hours.

THEATRE 120
Stagecraft II
Intermediate work in the theory, techniques, materials and equipment of theater technology. Intermediate work in set design and construction, scenery rigging, lighting, sound and costume construction; introduction to stage management, designing sets, costumes, and lighting.
3 semester hours.

THEATRE 133
Fundamentals of Acting
Basic acting techniques, the use of the stage environment, motivation, and intention.
3 semester hours.

THEATRE 135
Intermediate Acting
Intermediate acting techniques, the use of the stage environment, scene study and analysis, motivation, intention and character work.
3 semester hours.

THEATRE 215
Applied Theatre Production
Students will carry out an assigned cast, crew or staff function in a University mainstage production. Repeatable for credit.
3 semester hours.

THEATRE 233
Scene Study
The creative process by which an actor constructs an interpretation are studied in theory and pursued in practice with heavy emphasis on scene work. Repeatable for credit.
3 semester hours.

THEATRE 299
Special Topics
Seminar focused on a particular area of dramatic literature. Fulfills the Fine Arts requirement. Repeatable for credit.
3 semester hours.

World Religion

WORLD RELIGION 101
Introduction to Religions
This course introduces students to all major world religions. Religions considered include: Native American oral traditions, Shintoism, Hinduism, Buddhism, Sikhism, Jainism, Taoism, Confucianism, Judaism, Christianity, Islam and Bahá’í. Some attention is given to primary religious texts.
3 semester hours

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
Early 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 209
Introduction to Islam
This course aims to investigate the historical development of Islam in terms of its beliefs and practices as well as the society and culture that has arisen with it. Ultimately, students should come to understand both the faith itself and the relationship of believers to the world in which they live today. Students will acquire this knowledge through a series of readings and some videos. They will have the opportunity to develop critical thinking skills and show what they have learned by way of writing assignments, discussion boards, and a final project. Special attention is given to primary texts.
3 semester hours

WORLD RELIGION 211
Protestantism
This course addresses the history and the reasons for the rise of Protestantism in Europe in the 16th century. It considers the authority and the role of the Roman Church at the time and looks at how Protestantism gained a foothold in Europe and beyond. By the end of the course, students will be able to: Identify major historical threads which gave rise of European Protestantism; Identify and explain the differences in thought between John Calvin, Martin Luther, Thomas Cranmer, as well as others who came to shape Protestantism in Europe; Describe how Protestantism has come to influence and shape elements of life in our time such as economics, politics, feminism, spirituality, and missions; and Identify the role Protestantism has played in Biblical Science.
3 semester hours

WORLD RELIGION 216/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

WORLD RELIGION 221
Religion and Fiction
An introduction to religion and literature, this course will examine ways in which works of fiction (both secular and more overtly religious narratives) address issues that are intrinsically religious, such as the relation between human spirit and human nature, the presence of evil and suffering, the need for meaning and personal and communal fulfillment.
3 semester hours

WORLD RELIGION 222
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 254
Religion and Science
Do science and religion belong to completely separate realms? Can they benefit each other? Will religious conflicts fade as scientific reason sweeps away the cobwebs of bias and superstition? Or will science run out of control without the guidance of religiously inspired ethics? In grappling with such controversial questions, this course examines historical and modern approaches to the relationship between science and religion. Based on a typology, which classifies such approaches as tending towards “conflict,” “independence,” “dialogue,” and “integration,” we will examine the work of both religious and scientific thinkers who exemplify these trends or challenge the status quo.
3 semester hours

WORLD RELIGION 273
Global Christianity
Themes of the course include the reasons for the success or failure of Christianity in different contexts; the relationship between religious expansion and the fate of empires; the role of globalization; the impact of culture on belief, practice, and theology; and the changing relationships between the great world faiths.
3 semester hours

WORLD RELIGION 274
Islamic World
This course aims to investigate the historical development of Islamic societies and cultures globally.
3 semester hours

WORLD RELIGION 275
Religion, Conflict Analysis and Mediation
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 (Augsberger’s Conflict mediation Across Cultures; Avruch’s Culture & Conflict Resolution; Said’s Peace and Conflict Resolution in Islam; Shrock-Shenker, Making Peace with Conflict: Practical Skills for Conflict Transformation) 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 278
Religion, Peace, and War
This course will explore the contributions of several world religions (typically a combination of Western and Eastern religions; e.g. Buddhism and Islam; Judaism and Hinduism) to issues of peace and war. Topics may include just war theory, pacifism, non-violent forms of resistance, jihad, and ahimsa. Topics will also be situated within historically significant experiences of the various religions (e.g. con-
sideration of Buddhism in Sri Lanka; the Israeli / Palestinian question).

3 semester hours

WORLD RELIGION 288

Internet Religion
This course examines the impact of the internet on classical religious forms (ideas, practices). In a lab component, we explore whether religious ideas and practices undergo mutation when they are expressed virtually. We set the stage for this topic by examining Religions and the Silk Road, which sets forth the dynamic nature of religious change in the ancient world. Topics include: the nature of change within religious communities; social dimensions of belief and faith-oriented practice; solitary and virtual modes of religious experience; human nature and internet; addiction to virtually; connectivity, self-experience, and orthodoxy.

3 semester hours

WORLD RELIGION 301

World Religious Literature
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 312

Religion and Film
This seminar offers an introduction to the study of film and religion. We do not seek to understand how film and religion simply intersect in the medium of visual aesthetics, but how film could perform a religious worldview with distinct set of practices. This class, therefore, serves as a way to understand cinema as representing a religiosity in its own right, and a way of being in the world.

3 semester hours

WORLD RELIGION 345

Calvinism and American Literature
This course studies the extent of Calvinist cultural penetration of American civilization and examines the specific literary evidence linking seventeenth century Puritanism the primary vehicle of Calvinist thought in America and later manifestations of Calvinism in eighteenth and nineteenth century culture. All reading in the course will be in works of intrinsic literary merit.

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 353

Seminar in American Literature and Civilization
This course is intended to provide a basic familiarity with one of the first and still most significant genres in popular American literature. A study of the origins and formal traditions of the sermon in various American religious cultures will enable students to experience American civilization from a most intimate and yet social perspective, that of communal worship.

3 semester hours

WORLD RELIGION 366

Psychology and Religion
Both psychology and religion address, in distinct ways, questions about ultimate concerns: love, desire, identity, purpose, and meaning in human life, and how our humanity develops and finds expression in relation to self, others, and the sacred. In this course, we will explore the ways in which psychological and religious experience are interrelated on both the individual and collective levels. Issues to be explored include the Unconscious, faith development, God-images, the body, the psychological power of religious symbols, the difference between submission and surrender, and prayer.

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? What are Islamic images and institutions used? What is the historical relationship between Islam and politics? When and under what conditions 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 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.

3-6 semester hours

WORLD RELIGION 398

Internship
Professional, supervised, work in an organization related to career goals. Prerequisite: Permission of advisor and School Director.

1-6 semester hours
World Religion

WORLD RELIGION 399

Independent Study

A course with variable topical foci, dependent upon student request and the expertise of the instructor. Student will work independently to acquire specified and approved research projects and readings under the supervision of a faculty member.

1-6 semester hours
COURSE OF INSTRUCTION

Graduate Programs
Course of Instruction

Courses numbered: 400-499
—Open to graduate students and to qualified undergraduates. [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; the Constitution 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, statements 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 practices 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 core 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
Accounting • Acupuncture

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 act, 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 governances, 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 multi-national 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 1
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 and spleen, heart and small intestine, urinary bladder, kidney, and pericar-
Acupuncture

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 Administration (OSHA) standards are presented. In addition the student will practice safe and proper needling, moxibustion, bleeding, electrical stimulation and cupping techniques. Allopathic treatments along with natural remedies for common complications of acupuncture and related therapies are discussed. CPR certification in emergency procedures is achieved. Prerequisites: none.
1.5 lecture hours, 1.5 semester credits.
Offered: Spring and summer semesters

APT 614
**Acupuncture Techniques I**
This course covers the basic principles of acupuncture treatment for diseases involved with different pathogenic factors, tissues and organs. Special point selection based on Root-Branch, Origin-End, Path of Qi, Five Element and Eight Parameter diagnoses are covered. Indications and contraindications of moxibustion, scalp acupuncture and electrical acupuncture stimulation are covered. Prerequisites: APT 511 and APT 523; Point Location I and II.
2 lecture hours, 2 laboratory hours, 3 semester credits.
Offered: Fall semester

APT 625
**Acupuncture Techniques II**
This course covers functions, indications and needling methods of the Well, Spring, Stream, River, Sea, Source, Luo, Xicleft, Back Shu, Front Mu and Lower He-Sea, Eight Influential, Eight Confluent and important crossing points. Continuing practice in needling, moxibustion and cupping techniques is included. In addition, the prevention and treatment of acupuncture complications is covered. Prerequisite: APT 614 Techniques I.
2 lecture hours, 2 laboratory hours, 3 semester credits.
Offered: Spring semester

APT 626
**Auricular & Scalp Acupuncture**
This course introduces the student to various forms of microsystem acupuncture, focusing on auricular and scalp systems. The student learns the respective maps of the scalp and ear, clinical applications and treatment strategies. Corequisite/Prerequisite: APT 614 Acupuncture Techniques I.
1 lecture hour, 1 semester credit.
Offered: Spring semester

APT 718
**Pediatric Acupuncture**
The special diagnostic and treatment skills required for the treatment of patients less than 12 years of age are discussed. The balance of safety for the patient and treatment efficacy is emphasized. Prerequisite: ATD 524.
1 lecture hour, 1 semester credit.
Offered: Summer semester

APT 637
**Japanese 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: Spring semester

---

**Asian Medicine Theory, Diagnosis and Application (ATD)**

ATD 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

ATD 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: Fall semester

ATD 513
**TCM Diagnosis I**
The basic theory and characteristics of the pathogenesis and pathogenic factors are covered including the seven emotions, disharmony of Yin and Yang, abnormalities in Qi, Blood, Spirit, Essence and Bodily fluids, and organ disharmonies are covered. Techniques in inquiry, palpation, tongue and pulse diagnosis are covered. Diagnoses incorporating the eight parameters as well as root and stem concepts are covered for each of the twelve zang-fu. Prerequisite/Co-requisite: ADT 512 TCM Medical Theory.
2 lecture hours, 2 semester credits.
Offered: Fall semester

ATD 524
**TCM Diagnosis II**
This course will provide the student with further understanding of TCM Medicine diagnosis, expanding on concepts from TCM Diagnosis I. Traditional Chinese Medicine organ diagnoses, eight principle and febrile disease diagnoses will be stressed. In addition, treatment principles and acupuncture treatments based on these diagnostic systems will be explored. Differential diagnoses of common disease entities will be explored. Students will also continue to practice pulse and tongue diagnosis. Prerequisite: ADT 513 TCM Diagnosis I.
2 lecture hours, 2 semester credits.
Offered: Spring semester

ATD 515
**Seminar 1**
This course will help the student to negotiate their first year in the Acupuncture program. The student will be guided through overviews of Chinese Medicine as preparation for integrating material from the entire curriculum. The student will review and update Chinese Medical terminology as well as the range of resources and the different perspectives on this terminology and the concepts contained therein. Diagnostic practical skills such as pulse and tongue diagnosis will be reviewed in a practical group setting. In addition the student will apply concepts of information literacy and its use for analysis of case studies. Prerequisites: ATD 513.
1 lecture hour, 1 semester credit.
Offered: Spring semester

ATD 526
**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. Prerequisite: ADT 515.

1 lecture hour, 1 semester credit.
Offered: Fall semester

ATD 617
Second Year Seminar 1
This course will help the student understand case study and to begin learning the skills necessary to become an AOM clinical practitioner. The student will be guided through case study and case analysis 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. In addition, the student will gain a basic understanding of the ethical and legal issues surrounding licensed practice in the field of acupuncture. Prerequisite: ATD 526.

1 lecture hour, 1 semester credit.

ATD 618
Seminar 3
This course will be a continuation of the second year seminar one. The student will be guided through the application of case analysis, integrative patient care, diagnostic, assessment and treatment application skills acquired in clinical observation and the first year's curriculum. The student will begin applying these through analyzing clinical cases. Advanced applications in 8-parameter, 5-element, zang-fu, wen hing and shan han lun diagnosis and treatment principles will be reinforced in a collegial setting using interdisciplinary case analysis and grand rounds. Prerequisite: ATD 617.

1 lecture hour, 1 semester credit.
Offered: Fall semester

ATD 711
Differential Diagnosis and Pathomechanisms
This course compares and contrasts 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: ATD 513 TCM Diagnosis I.

2 lecture hours, 2 semester credits.
Offered: Fall and summer semester

ATD 715
TCM Internal Medicine
This course focuses on 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: ATD 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 526.

1 lecture hour, 1 semester credit
Offered: Spring semester

ATD 728
Case Studies 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 adjunctive modality prescriptions to help the patient achieve health. Prerequisite: ATD 524 TCM Diagnosis II.

1 lecture hour, 1 semester credit.
Offered: Fall and summer semesters

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 semesters

ATD 742
TCM Geriatrics
This course is designed to familiarize the student with TCM diagnosis and acupuncture treatments that apply to elderly patients. Special emphasis is placed on understanding the physiologic changes that affect the health of the elderly from both a TCM and biomedical perspective. Acupuncture and herbal treatments, their indications and contraindications will be discussed. Prerequisites: ADT 524 TCM Diagnosis 2, ATD 728 Case Study 2, ACH 635 CH Formula 1.

1 lecture hour, 1 semester credit

Western Biomedicine (AWB)

ACS 511
Evidence-Informed Clinical Practice in Acupuncture
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. Application of research to case evaluation will be emphasized. Prerequisite: none.

1 lecture hour, 1 semester credit.
Offered: Fall semester

AWB 621
Medical Ethics
This course is designed to provide the student with a basic understanding of the ethical issues surrounding practice in any medical field. Upon completion of this course, the student will be able to identify concepts of medical and professional ethics as they apply to the practice of health care. Prerequisite: none.

1 lecture hour, 1 semester credit.
Offered: Spring semester
This course provides an in-depth study of the macroscopic human anatomy and covers the structure of the trunk and neck regions. Clinical aspects of the vascular and neurological relationships of these regions are emphasized. Prerequisite: ABS 511 Anatomy 1. 4 lecture hours, 4 semester credits. Offered: Spring semester

ABS 522 Anatomy 2

This course is a continuation of Anatomy 1 and covers the structure of the head and extremities. Clinical aspects of the neurological and vascular relationships of these regions is emphasized. Prerequisite: ABS 511 Anatomy 1. 4 lecture hours, 4 semester credits. Offered: Spring semester

ABS 515 Physiology 1

This course emphasizes the function of cellular structures which regulate homeostasis as well as their role in cell division and genetic control of protein synthesis. Emphasis is placed on the role of the cell membrane in the control of cellular events. The effects of physiology on hormones, their role in homeostasis, and the functional changes associated with homeostasis are considered. Prerequisite: none. 2 lecture hours, 2 semester credits. Offered: Fall semester

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 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: Spring semester

ACS 524 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. 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

ACS 724 Acupuncture

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. Prerequisite: none. 2 lecture hours, 2 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. 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 625 Western Nutrition

This course provides an in-depth 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 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 621 Pathology 2

This course is the continuation of the pathophysiological 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 611 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. 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 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

ACS 724 Acupuncture

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. Prerequisite: none. 2 lecture hours, 2 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. 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 625 Western Nutrition

This course provides an in-depth 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 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 621 Pathology 2

This course is the continuation of the pathophysiological 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 611 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. 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 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

ACS 724 Acupuncture

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. Prerequisite: none. 2 lecture hours, 2 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. 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 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

ACS 724 Acupuncture

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. Prerequisite: none. 2 lecture hours, 2 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. 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 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

ACS 724 Acupuncture

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. Prerequisite: none. 2 lecture hours, 2 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. 3 lecture hours, 2 lab hours, 4 semester credits. Offered: Fall semester
the spine, physical exam of the major joints (shoulder, elbow, hip, knee, foot). Prerequisites: ADT 524 (can take Clinical Dx 1 & 2 in either order).

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 interactions are considered. 3 lecture hours, 3 semester credits. Offered: Fall semester

AHM 599 Homeopathy for Acupuncturists
The course will survey the basic theoretical principals upon which homeopathic practice is based as well as survey homeopathic remedies commonly used in acute care. Safety, legal and manufacturing issues will also be highlighted. 2 lecture hours, 2 semester credits.

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 covered. Prerequisite: ADT 524. 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 interaction. Patient safety issues are also addressed. Prerequisite: ATD 524. 1 lecture hours, 1 semester credit. Offered: Fall semester

AHM 713 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. Prerequisite: 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 material medical 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 Herbal 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 formulae. 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
This introductory course in therapeutic movement teaches the proper musculoskeletal alignment, breathing, and mental awareness affect the energy pathways by direct experience through practice of this traditional exercise. 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
**Acupuncture**

**AMR 613**

**Qi Gong 1**
The student learns basic Qi Gong 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 Taijiqian 2.

1.5 laboratory hours, 1 semester credit. Offered: Fall semester

**AMR 624**

**Qi Gong 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.

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 Qi Gong conditioning exercises that allow the student to implement Tuina manipulation safely and effectively. The course culminates in learning a Tuina full-body therapeutic protocol.

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

**AMR 726**

**Tuina 3**
This course is a continuation of Tuina 2. The student learns advanced Tuina manipulation theory and techniques to treat acupoints, 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. Prerequisites: 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 TCM educator. Prerequisites: none.

2 lecture hours, 2 semester credits.
Offered: Spring semester

**APP 722**

**Professional Development**
This course will explore the issues associated with ongoing professional development. Professional development assists the AOM practitioner to develop the knowledge and skills necessary to further clinical competence and contribute to the body of knowledge in the field during practice after graduation. Prerequisites: ACS 731 Clinic Entry 1, ACS 651 Clinic 1.

1.5 lecture credits, 0 lab credits, 1.5 credits total

---

**ACH: Asian/Chinese Herbology**

**ACH 512**

**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 Regulate Qi, 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 I.

2 lecture credits, 36 hours
Offered: Fall semester

**ACH 523**

**Chinese Formulae & 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, 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: satisfactory progress in first year curriculum from MSTCM program.

2 lecture credits, 36 hours
Offered: Spring semester

---

**Chinese Formulae and 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 Phlegm and Stop Cough 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

---

**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 Drain Damp, Transform Phlegm and Stop Cough 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.
Applications 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 512
2 lecture credits, 36 hours
Offered: Spring semester

ACH 635
CH Formulae 1
This course will be a continuation and amplification of the previous herbal curriculum (ACH 511, ACH 512, ACH 523, ACH 524) with an emphasis on herbal formulae. The student will explore at least 30 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Release the Exterior, Clear Heat, and Drain Downward. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition the student will review and reiterate content from the Formulas and their constituents courses. Prerequisites: ACH 511, ACH 512, ACH 523
2 lecture credits, 36 hours
Offered: Summer semester

ACH 636
Chinese Formulae 2
This course will be a continuation and amplification of the previous herbal curriculum (ACH 511, ACH 512, ACH 523, ACH 524) with an emphasis on herbal formulae. The student will explore at least 30 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Harmonize, Dispel Summerheat, Warm Interior Cold, Release Exterior-Interior Excess, and Tonify. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulae 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 511, ACH 512, ACH 523
2 lecture credits, 36 hours
Offered: Fall semester

ACH 635
CH Formulae 1
This course will be a continuation and amplification of the previous herbal curriculum (ACH 511, ACH 512, ACH 523, ACH 524) with an emphasis on herbal formulae. The student will explore at least 30 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Stabilize and Bind, Calm the Spirit, Open the Sensory Orifices, Regulate Qi, Regulate Blood, Expel Wind, Treat Dryness, Expel Dampness, Dispel Phlegm, Reduce Food Stagnation, Expel Parasites, Treat Abcesses and Sores, and for External Application. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulae according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulae as a prelude to formula modification (general, assistant, etc.) In addition the student will explore at least 30 formulae including reiterating and expanding content from the Formulas and their constituents courses. Prerequisites: ACH 635
2 lecture credits, 36 hours
Offered: Fall semester

ACH 635
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 formulae. The student will reexamine previously studied herbs and formulae from previous courses with special attention to clinical application and formula 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 635
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 formulae. The student will reexamine previously studied herbs and formulae from previous courses with special attention to clinical application and formula 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 635
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 formulae. The student will reexamine previously studied herbs and formulae from previous courses with special attention to clinical application and formula 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 635
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 formulae. The student will reexamine previously studied herbs and formulae from previous courses with special attention to clinical application and formula 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 635
CH Special Topics
This course will explore special topics in TCM herbal medicine. These will include but not be limited to dui yao (herb combinations and modules), external applications, pediatrics, classical formulae from seminal texts. Content will also reflect the availability of special guest lecturers. Prerequisites: ACH 619
2 lecture credits, 36 hours
Offered: Spring semester

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 formulae for patient care. The student will acquire proficiency in TCM diagnostic techniques, as well as in understanding when specific herbs or formulae 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

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, student interns 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.
0 lecture hours, 2 lab credits, 65 clock hours total.
Offered: Fall, spring and summer semesters
Acupuncture

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 qi 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

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: ACS 711.

0 lecture hours, 0 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 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 Clinical Education 1.

0 lecture hours, 12 laboratory hours, 8 semester credits, 215 clock hours total.

Offered: Fall, spring and summer semesters

ACS 723
Clinical Education 3
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 712 Clinical Education 2.

0 lecture hours, 12 laboratory hours, 8 semester credits, 220 clock hours total.

Offered: Fall, spring and summer semesters

ACS 724
Chinese Herbal Clinic 3

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

Offered: Fall, spring and summer semesters

ACS 714
Clinical Procedures 2
This course explores the clinical applications of the skills and knowledge learned to date for patient care in multi-disciplinary care clinics and hospital settings. Prerequisites: ACS 731 Clinical Procedures 1, AIC 631 Clinic 1.

2 lecture credits, 0 lab credits, 2 credits total

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

Offered: Fall, spring and summer semesters

AIC 714
Clinical Procedures 2
This course explores the clinical applications of the skills and knowledge learned to date for patient care in multi-disciplinary care clinics and hospital settings. Prerequisites: ACS 731 Clinical Procedures 1, AIC 631 Clinic 1.

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 812
Integrated Clinical Education 1
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 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;
**Biology**

**BIOLOGY 400**
**Advanced Biochemistry**
This course will cover the principles of biochemical chemistry, describe the structure, synthesis, degradation and properties of amino acids and proteins. The principles of enzymology and proteomics, lipid synthesis, degradation, function and lipodomics, mechanisms of carbohydrate metabolism including: glycolysis, gluconeogenesis, tricarboxylic acid cycle, the electron transport chain, photosynthesis, pentose phosphate pathway, and glycoconjugation, will be covered. The techniques used to identify, characterize, and isolate biological molecules will be discussed. Prerequisite: Biology 345 or equivalent.

3 semester hours

**BIOLOGY 402**
**Evolution**
Genotype to phenotype mapping, population genetics, molecular evolution, detection of selection, association mapping, human evolution. Prerequisite: Biology 101 and Biology 102.

3 semester hours

**BIOLOGY 403**
**Histology**
Detailed analysis of the microscopic structure of animal cells and tissues. Laboratory work limited to study of prepared microscopic material. Prerequisite: Biology 211.

**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. Prerequisite: Biology 321 or equivalent.

3 semester hours

**BIOLOGY 407**
**Microbial Genetics**
The focus of this course is on modes of genetic transfer, plasmids and mobile genetic elements. Classical and recent molecular techniques used in prokaryotic research will be emphasized. Prerequisite: Biology 307 and Biology 320 or equivalent.

3 semester hours

**BIOLOGY 418**
**Environmental Health**
This course is designed to explore current environmental and public health concerns and issues. Students will gain an understanding of the interaction of individual and communities with the environment, the potential impact on health of environmental agents. The sequence of major topics begins with environmental epidemiology and toxicology, policy and regulation. The course then covers specific agents of environmental diseases. Domains of environmental health are addressed. Prerequisites: Biology 101 and Biology 102.

3 class periods; field trips by arrangement, 3 semester hours

**BIOLOGY 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: Biology 223 or equivalent.

3 semester hours

**BIOLOGY 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: Biology 223 and Biology 211 or equivalent.

3 semester hours

**BIOLOGY 430**
**Marine Ecology**
Examination of the ecology of the oceans, relation of distribution to the physical and chemical environments, productivity of the marine communities and the interaction of man with marine communities. Prerequisite: Biology 223.

3 lectures, 1 three-hour lab, 4 semester hours Lab Fee Assessed

**BIOLOGY 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: Biology 211.

3 semester hours

**BIOLOGY 443**
**Advanced Molecular Biology**
The study of genes and their 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. Prerequisites: Biology 345 or Biology 343 or equivalent.

3 semester hours
(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, Non-organ Directed Toxicity, Target Organ Toxicity, Toxic Agents, Environmental Toxicology and Applications of Toxicology. Prerequisite: Biology 211 and Chemistry 206.

3 semester hours

BIOLOGY 446
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: Biology 345 or equivalent.

3 semester hours

BIOLOGY 446
Envt 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: Biology 344 or equivalent.

3 semester hours

BIOLOGY 470
Research Rotation
This course is given in the Spring semester and consists of sequential laboratory experiences in each of two separate research laboratories. Prerequisite: Biology 213, Biology 214, or Biology 211 or equivalent.

1 semester hour
Laboratory fee: $60 per semester

BIOLOGY 479
Bioinformatics
Students will design and develop algorithms for biological problems such as data mining, and analysis of nucleic acid, protein, and genomic datasets. Students will work with popular bioinformatics algorithms to understand design methodology and identify the potential weaknesses in traditional bioinformatics algorithms. Prerequisite: Mathematics 423B and Biology 345 or equivalent.

3 semester hours

BIOLOGY 480
Selected Topics
Modern courses in diverse areas of faculty specialization within the biological sciences. Prerequisites to vary with the course and instructor, permission of the instructor required.

1-4 semester hours

BIOLOGY 490
Departmental Seminar
Enrollment and attendance at this seminar is required of all students. Presentations by invited speakers from University of Bridgeport, other universities, and research institutions. 1 semester hour

BIOLOGY 491
The Gut Microbiome
This course covers complex host-microbial interactions that are essential for health. Disturbing the relationships triggers a wide variety of diseases such as obesity and diabetes. Factors perturbing the gut microbes include dietary changes, drugs, stress, surgical intervention and the environment. Prerequisite: Biology 320 or equivalent.

3 semester hours

BIOLOGY 493
Bioelectric 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: Biology 213, Biology 214, or Biology 211 or equivalent.

3 semester hours

BIOLOGY 498
Internship
The student will complete internship in a research or clinical facility, with departmental approval.

3 semester hours

BIOLOGY 499
Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master’s degree requirements. Students enrolled in the thesis program must complete six credits of master’s research.

3 semester hours
Laboratory fee: $60 per semester

BIOLOGY 500
Maintaining Matriculation
Domestic students not registered for other courses must register for Biology 500 until the completion of the degree requirements.

No credit

Biomedical Engineering

BIOMEDICAL ENGINEERING 410 (BMEG 410/ELEG 410)
 Biosensors
This course will provide an overview of biosensors, including their use in pharmaceutical research, diagnostic testing, and policing the environment. Topics include the fabrication, characterization, testing, and simulation. The transducer phenomenon, biosensor structure, and sensor performance will also be covered.

3 semester credits

BIOMEDICAL ENGINEERING 412 (BMEG 412/ELEG 412)
 Bioelectronics
Discipline of biomedical Engineering has emerged due to integration of engineering principles and technology into medicine. This course is intended for engineers and engineering students interested in pursuing career in biomedical engineering and health related filed. This course will first introduction Applications of electrical engineering principles to biology, medicine, behavior, or health will be identified during first half of the semester. Second half of the course will focus on research, design, development and application of biosensors and Bioelectronics.

3 semester credits

BIOMEDICAL ENGINEERING 413
 Bioinformatics
Biological and biomedical science now rely on information technology. The course is about designing and developing algorithms for biomedical problems. Students will work with popular bioinformatics algorithms not only to understand algorithms design methodologies but also to identify strengths and potential weaknesses in traditional bioinformatics algorithms.
3 SEMESTER CREDITS BIOMEDICAL ENGINEERING 443
(DMEG 443/ELEG 443)
Digital Signal Processing
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

BIOMEDICAL ENGINEERING 448
Microfabrication
This class covers basic microfabrication processes for semiconductor and VLSI fabrication, including photolithography, plasma and reactive ion etching, ion implantation, diffusion, oxidation, evaporation, vaporphase 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 microelectronic fabrication process. Upon finishing this course, students will be familiar with the basic semiconductor and VLSI microfabrication processes.
3 semester credits

BIOMEDICAL 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 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 semester credits

BIOMEDICAL 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, Electrical Engineering Parametric likelihood estimation, Nonparametric techniques, Linear discriminant functions and Neural Networks.
3 semester credits

BIOMEDICAL ENGINEERING 454
Speech Signal Processing
To introduce the fundamentals of speech processing and related applications. Course covers speech enhancement, speech coding, and speech recognition.
3 semester credits

BIOMEDICAL 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 Vocoders.
3 semester credits

BIOMEDICAL ENGINEERING 460
Introduction to Robotics
Introduction to the kinematics, dynamics, and control of robot manipulators and to applications of artificial intelligence and computer vision in robotics.
3 semester credits

BIOMEDICAL ENGINEERING 464
PC Lab
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 semester credits

BIOMEDICAL ENGINEERING 466
Found DNA and Biotechnology
The Focus of the course shifts towards the scientific foundation of genetic data and the human genome and investigates contemporary issues.
3 semester credits
Biomedical Engineering

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 advanced 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 512 (BMEG 512/ELEG 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 first learn the complete CFD process from modeling and approximation, mesh design, computation, to results interpretation through lectures and case studies. The necessary theoretical background in fluid mechanics and heat transfer will be covered in these case studies. Tutorials will be provided to show how to set up, run and interpret the results of CFD models in a commercial code, COMSOL. Students will then work in a project team to solve selected research or industrial fluid flow and/or heat transfer problems in their own field (such as mechanical systems, electronics systems, or biomedical systems) using CFD.
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 515 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 semester credits

BIOMEDICAL ENGINEERING 517 NMR in Biomedical engineering
A noninvasive imaging method that provides information about cellular activity (metabolic information). It is used in oncology along with magnetic resonance imaging (MRI) which provides information about the shape and size of the tumor (spacial information). Also called 1H-nuclear magnetic resonance spectroscopic imaging and proton magnetic resonance spectroscopic imaging.
3 semester credits

BIOMEDICAL ENGINEERING 532 Melanogenesis/Melanomagenesis: Implicatio
3 semester credits

BIOMEDICAL ENGINEERING 533 (BMEG 533/TCMG 533) Foundations of Biotech Sciences and Management
This course defines biotechnology as the application of molecular biology for useful purposes. It simulates the real world science and business environments: Information and knowledge are complex, highly specific, fragmented, diverse and vast. No one individual or group or business entity or government agency is able to cover in-depth the entire science and business continuum to succeed and create value to society at large. Value creation has three different aspects: data, information and knowledge assimilation, degree of collaboration and methodology to establish successful knowledge management and business processes. 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 bioscience discoveries 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 543 Advanced DSP
(1) Preview 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 semester credits

BIOMEDICAL ENGINEERING 543 DSP Lab
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

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 547

**Bio MEMS**
BioMEMS is the application of MEMs (Micro-electromechanical Systems) technology in the fields of biomedical and health sciences. Due to their small size, BioMEMS have the advantages of low weight, low cost, quick response, high throughput, high efficiency, requiring much less sample.reagent and easy Integration. BioMEMS found broad applications in disease diagnosis, prevention and treatment. Various BioMEMS products have been developed, such as microfluidic devices, neural interface devices, uTAS, lab-on-a-chip, DNA chips, micro drug delivery system, microsurgical tools, bio-sensors. This course introduces to students the fundamentals of BioMEMS technology, typical bioMEMS devices and their applications.

3 semester credits

BIOMEDICAL ENGINEERING 555

**Biotechnology & Entrepreneurship**
This course covers theory and practice of bio-entrepreneurship. It explores the transformative and disruptive nature of scientific discoveries and the innovative and entrepreneurial process for turning knowledge into profitable business. Students are required to develop and communicate in-depth knowledge on the evolution of the biotechnology industry and the behavior of entrepreneurial biotechnology firms to build core competencies and acquire funding. Individual and team projects and case studies are integrated into the course.

3 semester hours

BIOMEDICAL ENGINEERING 561 (BMEG 561/ELEG 561)

**Instrumental 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 563

**Polymers Nanocomposites**
This is a graduate level course that emphasizes on the structure property and functions of nanocomposites based on polymers and other biomaterials toward biomedical, mechanical and electrical proper device applications. Various examples of smart materials, their fabrications, and the use in undersandnig biophysical and biochemical processes are discussed.

3 semester hours

BIOMEDICAL ENGINEERING 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, nonfoiling 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 567

**Biomedical Materials**

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 569

**Polymer Nanocomposites**
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 573

**Physiological Fluid Mechanics**
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 biomedical technology. Emphasis in the course is placed on flow and thermal mechanics of biofluids, measurement methods, modeling for engineering application, and understanding application to biomedical problems including assist and monitoring devices.

3 semester hours

BIOMEDICAL ENGINEERING 575

**Magneto Bio-Engineering**
Magneto Bioengineering is a fast-developing field of research, its practical and environmental aspects being a topic of ever-increasing number of applications encompassing the field of biomedical engineering including but not limited to MRI (magnetic Resonance Imaging), magnetic therapy, neural stimulation, magnetic field treatment for nonunion (fractures that fail to heal) and so on. At the same time, physically, the biological effects of weak magnetic fields or Extremely Low Frequency (ELF) magnetic fields are still regarded as a paradox. This course deals with such issues and fills in the theoretical gap in biomedical engineering. It reviews and analyzes the experimental evidence that yields useful insights into the primary physical processes of magneto-reception...
and the frequency and amplitude spectra of the action of weak magnetic fields in living system and hence the course addresses important issues in biomedical engineering. Also, the course reviews the available hypothetical mechanisms for that action as applicable to the field of biomedical engineering. Besides this the presence of magnetic crystal s in certain species of prokaryotes as well as in birds (for migration ) and in humans is still under active investigation and is also covered in this course as a possible way of exploiting such information for application in biomedical engineering.

BIOMETICAL 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

BIOMETICAL ENGINEERING 587
**Embedded Systems 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.

3 semester credits

PROJECT/THESIS EXTENSION (BMEG 596)
**Extension of the continued research thesis work**
(Lecture hours and topics to be arranged with instructor).
1 semester hour

BIOMETICAL ENGINEERING 620A/620B
**Thesis I**
This course must be taken in your last semester 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.

BIOMETICAL ENGINEERING 620B
**Thesis II**
This course must be taken in your last semester 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. Prerequisite: BEMG 620A.

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 student is tested on his/her capability to apply all prior learning to solve actual strategic management problems. 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. Normally, students enroll toward the end of their MBA program.

3 semester credits

BUSINESS CAPSTONE 598
**Integration and Application: Thesis**
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 semester credit

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

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 400
**Business Environment of Business and Ethics**
Students 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. Prerequisites: Admission to graduate study.

3 semester credits

Chiropractic

Anatomy

AN511
Cell and Tissue Microscopic Anatomy and Physiology
This course will focus on the study of the microscopic anatomy and physiology of cells and basic tissue type. A major emphasis will be placed on connective, neural and muscular tissue. A working knowledge of the microscopic structure and function of the basic tissue types will provide a framework for understanding how the organization of the tissue contributes to organ and organ system physiology.

3 lecture hours, 3 semester hours

AN512
Functional Anatomy and Biomechanics I: Spine
This course addresses 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, prossection 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 prossection, osseous structures and models.

3 lecture hours, 3 laboratory hours, 4.5 semester hours

AN514
Clinical Embryology
Embryology covers the fertilization and structural development from the zygote to birth. This course correlates the embryological development with other courses offered in Semester I and II. 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 prossection and models. Prerequisites: AN511, AN512, AN513, AN514.

3 lecture hours, 3 laboratory hours, 4.5 semester hours

AN526
Functional Anatomy and Biomechanics II: Extremities
This course is a regional exploration of the appendicular system. Bones, muscle attachment and function, vasculature and innervation are discussed. Emphasis is on understanding function based on attachment and innervation. Relevant clinical problems are presented. Instruction includes lecture, full dissection and prossection, osseous structures and basic tissue type. A major emphasis will be placed on connective, neural and muscular tissue. A working knowledge of the microscopic structure and function of the basic tissue types will provide a framework for understanding how the organization of the tissue contributes to organ and organ system physiology.

3 lecture hours, 3 semester hours

AN527
Embryology II
1 lecture hour, 1 semester hour

Biochemistry

BC511
Biochemistry, Metabolism and Nutrition: I
This course covers the biochemical principles involved in maintaining functional homeostasis.

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

BP500
Chiropractic Co-op Work Experience
1 credit hour

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 room discussions 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

BP811
Hospital Procedures, Insurance and Office Management
2 lecture hour, 2 credit hour

BP812
Small Business Management
2 lecture hour, 2 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. In addition, the 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 student should recognize the importance of the report of findings, HIPAA (Federal) guidelines and basic hospital protocols.

1 lecture hour, 1 credit hour

**Chiropractic Skills and Technique**

**TE511**

**Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis**

This course addresses the biomechanics and chiropractic assessment procedures of the spinal and pelvic joints. The student is introduced to the concepts of biomechanics as they relate to the kinematics and kinetics of the spine and pelvis and the structure and function of the tissues of the musculoskeletal system.

2 lecture hours, 2 semester hours

**TE511L**

**Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis - Laboratory**

This laboratory course addresses the biomechanics and chiropractic assessment procedures of the spinal and pelvic joints. Students are introduced to the concepts of biomechanics as they relate to the kinematics and kinetics of the spine and pelvis and the structure and function of the tissues of the musculoskeletal system. This information is coupled with the diagnostic tools of inspection, range of motion, static and motion palpation as they pertain to the assessment of spinal joint function. Additionally, students will be trained and tested in the performance of the motor patterns necessary to deliver the chiropractic adjustment. Training will include various hand contacts, thrusts and stances as they apply to the performance of the adjustment.

3 laboratory hours, 1.5 semester hours

**TE522**

**Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities**

Clinical biomechanics of the upper and lower extremities and TMJ are presented. The anatomy of the upper and lower extremity articulations, muscles and associated ligaments are integrated into an understanding of proper joint function and the production of movement, stability and injury.

2 lecture hours, 2 semester hours

**TE522L**

**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

**TE613**

**Technique Procedures I: Introduction to Full Spine Technique Lecture**

This 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

**TE613L**

**Technique Procedures I: Introduction to Full Spine Technique Laboratory**

This course introduces students to full spine assessment procedures from the occiput 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 occiput to the pelvis. Prerequisites: AN512, TE511 and TE522

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 presented. Evidence-based diagnostic and treatment protocols are stressed along with chiropractic management 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. Prerequisite: 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 treatment procedures. These include the etiology, pathophysiology, diagnosis and treatment of soft tissue dysfunction and trauma, differential diagnosis and case management of soft tissue dysfunction and trauma, differential diagnosis and case management of 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 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 lumbopelvic region and lower extremities are reviewed. Evidence-based differential diagnosis and case management of lumbopelvic and lower extremity clinical conditions common to chiropractic 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 extremity assessment and manipulative procedures are presented and practiced. Students continue to review and practice previous technique 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 different patient populations are presented and discussed. Upper cervical toggle recoil, instrument adjusting and temporomandibular joint, symphysis pubis, coccyx and rib techniques
Chiropractic

are introduced. Chiropractic management of extremity conditions is presented and discussed. Prerequisite TE716
2 lecture hours, 2 semester hours

TE728L
Technique Procedures VI: Advanced Chiropractic Technique I Laboratory
Previous patient assessment procedures and technique procedures are demonstrated and practiced. Advanced spinal and extremity techniques are introduced and practiced. Upper cervical toggle recoil, pelvic blocking, instrument adjusting, cervical and lumbar mobilization techniques, TMJ, symphysis pubis, coccyx and rib techniques are introduced and practiced. Taping and bracing techniques will be introduced. Soft tissue techniques are reviewed and practiced.
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 practice. Case management utilizing various chiropractic technique approaches are discussed and critically evaluated. Additional techniques, such as taping, massage techniques and an introduction to fascial manipulation are included. Prerequisite: all courses 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 disease states and abnormal conditions due to biochemical deficiencies and abnormal metabolic states. Students are introduced to the methods of nutritional assessment through history and observation. Prerequisites: BC511, DX613, PH612, PA611.
1 lecture hour; 1 semester hour

CN712
Clinical Nutrition II: Treatment and Management
This course is a continuation of CN621. Students are presented with abnormalities of a nutritional origin and begin to develop a treatment and management plan. Prerequisite: CN621.
2 lecture hours, 2 semester hours

Clinical Services

CS721
Clinical Services I
Students under the supervision of licensed faculty 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, radiology, 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 diagnoses and management plans are reviewed and approved by a clinic faculty member prior to the initiation of patient care. Students are assessed via evaluation by faculty. Prerequisite: All course semesters I-VI
25 clinic hours, 12.5 semester hours

CS823
Clinical Services III
Interns continue to administer care to patients under the supervision and approval of licensed faculty. Interns are monitored as to their progress towards completing the qualitative and quantitative requirements as set forth by the UBCC Health Center. Assessment of an intern's clinical competency is performed by faculty. Prerequisite: All course semesters I-VII.
25 clinic hours, 12.5 semester hours

CS900
VA Clinical Residency Program

Diagnosis

DX611
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 also learn the selection of appropriate examination and diagnostic procedures which correspond to the patient’s history and complaint. They will be introduced to the skills as they relate to history taking as well as guidelines for appropriate record keeping and progress notes. Prerequisites: AN511, AN512 and AN525, AN513
2 lecture hours, 2 semester hours

DX611L
Diagnostic Skills I: Physical Examination: Laboratory
This practical laboratory course is designed as an introduction to the psychomotor skills required to examine, diagnose and differentially diagnose the skin, eyes, ears, nose, sinuses, mouth, throat, thyroid, cardiovascular, respiratory, gastrointestinal and genitourinary systems. The student will 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. Prerequisites: AN511, AN513, AN525
3 laboratory hours, 1.5 semester hours

DX612
Diagnostic Skills II: Orthopedics and Neurology
This lecture course emphasizes the use of evidenced-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. Prerequisites: AN526, TE522, PP524
2 lecture hours, 2 semester hours, 4 laboratory hours, 2 semester hours

DX612L
Diagnostic Skills II: Orthopedics and Neurology Laboratory
This laboratory course accompanies DX612 and emphasizes the use of evidenced-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. Prerequisites: AN526, TE522,
Differential Diagnosis

DD621
Differential Diagnosis I: Eyes Ears Nose Throat

DD711
Differential Diagnosis I: Internal Disorders

This course and skill laboratory course is designed as an introduction to the skills required to examine and diagnostically diagnose the cardiovascular, respiratory, gastrointestinal and genitourinary systems. Selected topics regarding the endocrine and lymphatic system will also be covered. The student will learn the selection of appropriate examination, diagnostic and therapeutic procedures which correspond to the patient’s history and complaint. The student will also expand upon their knowledge base from previous courses in medical interviewing, physical examination, and laboratory diagnosis and learn how to select and use diagnostic equipment, diagnostic tests and specific procedures used in the differential diagnosis of internal disorders. 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 required of a primary care physician. Prerequisites: DX611, DX611L, DX624, DX625, PA622, PH612, DI623. 5 lecture hours, 2 laboratory hours, 6 semester hours

DD712
Differential Diagnosis II: Viscera

DD722
Differential Diagnosis II: Neuromusculoskeletal

This course is a presentation of the diseases and conditions affecting the neuromusculoskeletal system. Disorders affecting the spine, extremities and central and peripheral nervous system are reviewed. Neurological and orthopedic testing are covered as they relate to the differential diagnosis of these systems. Functioning of the human locomotor system and how other systems can affect this is stressed. Prerequisites: All courses, Semesters I-V 4 lecture hours, 2 laboratory hours, 5 semester hours

DD723
Differential Diagnosis III: NMS

Emergency Procedures

ER711
Emergency Procedures

This course will familiarize the students with emergency situations and procedures that may be seen in the Emergency Department or private practice. The student will learn to discern emergent presentations by review of clinical scenarios and be able to elicit a proper history and physical exam to properly refer or treat the patient in the confines of their scope of practice. 1 lecture hours, 2 semester hours

Microbiology and Public Health

MB521
Clinical Microbiology I: Introduction to Infectious Diseases

This course introduces the student to the basic concepts of microbiology with emphasis on the structure, growth, metabolism and genetics of bacteria. Host-parasite relationships of representative bacterial, fungal, viral and protozoan pathogens are examined. A survey of microbial diseases includes modes of transmission, symptoms, diagnosis, physical and chemical methods of disinfection, sterilization and treatment. Presentations include lecture, laboratory and case studies. Prerequisites: BC511, AN511 2 lecture hours, 2 semester hours
Chiropractic

MB612
Clinical Microbiology II: Infectious Diseases
This course is a continuation of MB521. Common infectious diseases are presented from a microbiological perspective. Prerequisite: MB521, PH521.
2 lecture hours, 2 semester hours

MB621
Microbiology Infectious Diseases

MB623
Public Health I: Introduction to Public Health and Epidemiology
This course covers the current environmental and public health concerns and issues. The course integrates health with diet, air and water pollutants, nose 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

MB712
Epidemiology Public Health

MB724
Public Health II: Community Health and Wellness
This course emphasizes interventions which promote wellness and prevent disease. Students will learn health risk assessment which will help motivate patients to make lifestyle changes that promote wellness and prevent disease. 2 lecture hours, 2 semester hours

Neuroscience

NS521
Neuroscience I
This course focuses on the anatomy of the nervous system with special emphasis on sensory and motor systems. However all areas of the central nervous system are discussed to give the student a broad understanding of brain function. Clinical correlations are made which are applicable to each region or system of the CNS. The laboratory section of the course includes presentation of projections and discussion of case studies. Instruction includes lecture, case studies and demonstration of projections in the laboratory. Prerequisites: AN511, AN512, AN514.
3 lecture hours, 3 semester hours

NS612
Neuroscience II
This course is a continuation of NS521, with the focus on the physiology of the nervous system. The sensory and motor systems are examined in detail. An emphasis is placed on the correlation of anatomical structure to physiological function and clinical dysfunction. The special sense organs and systems are studied in detail. The laboratory introduces students to neurological tests performed on patients, with an emphasis on understanding the underlying neuro-anatomy and neurophysiology that is the basis for these tests. Prerequisites: NS521, PP523, PH521, AN525.
3 lecture hours, 3 semester hours

Pathology

PA611
Fundamentals of Pathology
This course is a study of the pathophysiologic process and how this process alters the gross, microscopic and clinical manifestations of disease. Basic processes of inflammation, repair, degeneration, necrosis, immunology and neoplasia is presented. This course is also an introduction to diseases of the lymphatic, hematopoietic, and neuromusculoskeletal system. Laboratory includes the study of gross and microscopic changes as well as clinical presentations of various diseases and functional disturbances. Prerequisites: All anatomy courses, PH521, BC511.
2 lecture hours, 1 laboratory hour, 2.5 semester hours

PA622
Systems of Pathology
This course is a continuation of PA611. This course emphasizes the pathological basis of systemic diseases of the cardiovascular, respiratory, gastrointestinal, urogenital, endocrine, and renal systems. The gross microscopic and clinical manifestations of various disease processes are presented. Prerequisites: PA611, Corequisite PH612.
4 lecture hours, 2 laboratory hour, 5 semester hours

Physiological Therapeutics

PT711/PT711L
Physiological Therapeutics I: Modalities
This course is an introduction to the clinical use of heat, cold, high volt galvanism, intercurrent 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 Laboratory
In this course current concepts of active rehabilitative management of injuries, dysfunctions and conditions of the spine and extremities common to the practice of chiropractic are presented. The student receives instruction in a variety of assessment and clinical management protocols including spinal stabilization, therapeutic exercise, PNF, stretching, sensormotor training and patient education. The application of outcomes and psychosocial risk factors assessment in developing the treatment plan is addressed.
2 lecture hours, 2 laboratory hours, 2 semester hours

PT722L
Physiological Therapeutics II: Rehabilitation Laboratory

Physiology

PH521
Organ System Microscopic Anatomy and Physiology I
This class will focus on understanding the microscopic anatomy and physiology of the organs of the immune and endocrine systems. Major emphasis will be placed on the role of non-specific and specific defense mechanisms in health maintenance and provide an introduction into immune system disruption as it relates to hypersensitivity and autoimmunity. The endocrine system will be studied in its primary role in cellular communication and maintenance of homeostasis. Special emphasis will be placed on the interaction and communication between the nervous and endocrine systems. Prerequisites: AN511, BC511.
2 lecture hours, 2 semester hours
Chiropractic

PH612
Organ System Microscopic Anatomy and Physiology II
The microscopic anatomy and physiology of the cardiovascular, respiratory, digestive and reproductive systems will be introduced. An emphasis will be placed on the relationship of tissue organization and function of the organ systems. Laboratories in this class will utilize case studies to emphasize how an understanding of normal physiologic mechanisms is crucial to understanding pathophysiology. Prerequisites: AN511, PH521. 4 lecture hours, 2 laboratory hours, 5 semester hours

PH713
Toxicology and Pharmacology
This course is the study of drugs and chemicals and how they interact with the living organism. Pharmacology is a study of the sites, absorption and metabolism of common drugs. Toxicology studies the adverse reactions of drugs and poisons. The therapeutic use and toxic side effects of various drugs, chemicals, nutritional supplements and other substances are studied. Prerequisites: PH612, PA611, NS612, PA622. 2 lecture hours, 2 semester hours

Principles and Practice

PP513
Principles and Practice III: Ethics
Students are introduced to various codes of behavior as they relate to patient relations, advertising, insurance reporting and professional and general personal behavior. 2 lecture hours, 2 semester hours

PP523
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

PP524
Principles and Practice IV: Subluxation Complex
This course introduces students to the current concepts of the subluxation complex and how it is integrated with the science, art and philosophy of chiropractic care. The course covers the various components of the subluxation complex, including biomechanical, pathophysiological, and neurological aspects. This information is correlated to the effects of chiropractic manipulation of the subluxation complex. Prerequisite: PP511, AN512. 2 lecture hours, 2 semester hours

PP622
Principles and Practice VII: Research and Philosophy of Science

PP624
Principles and Practice VI: Research and Philosophy of Science

Psychology

PS711
Clinical Psychology
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

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 introduces normal anatomy related to the radiographic interpretation as it relates 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

DI623
Diagnostic Imaging II: 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

DI714
Diagnostic Imaging IV: Arthritis and Trauma
This course further develops the students' skills
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: RS711
1 lecture hour, 1 semester hour

Diagnosti Imaging V: Chest and Abdomen
This course covers the interpretation of normal and abnormal clinical and radiographic manifestations of the internal organs. The chest 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 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

Evidence Based Practice IV
Interns compare different interventions based on patients seen by the intern, 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. Prerequisites: All Courses, Semesters I-VI, Corequisite: C8812
1 semester hour

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 III
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. Prerequisites: All Courses, Semesters I-VI, Corequisite: C8812
1 semester hour

Evidence Based Practice IV
Interns compare different interventions based on patients seen by the intern, 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. Prerequisites: All Courses, Semesters I-VI, Corequisite: C8823
1.5 semester hour

Computational Imaging
Topics include 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

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

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 semester hours

Field Programmable Gate Arrays
Logic design using textual design entry, VHDL. Behavioral, structural and data flow descriptions. Technology-dependent vs. technology-independent design. CPLD, SRAM and antifuse technologies. Rapid prototyping and retargeting designs. A major design project. Prerequisite: Computer Engineering 315.
3 lecture hours, 3 semester hours

Computer Engineering
Computer Engineering 408
Operating Systems
Structure and design issues in modern operating systems. Topics may include OS structure; Threads, CPU scheduling and synchronization of processes; deadlock management; main and virtual memory management; file management; file system interface; I/O structure;
Computer Engineering

out 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.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 449
Senior Project
Major open-ended design project to integrate students' 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 hour

COMPUTER ENGINEERING 458 (CPEG 458/ELEG 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. Transistor sizing will also be discussed. EDA tools PSPICE, Mentor Graphics are used.

3 semester hours

COMPUTER ENGINEERING 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. Prerequisites: Computer Science 102, Electrical Engineering 360, Math 214 or 314 or permission of instructor.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 461
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 Computer Engineering 473.

3 lecture hours, 3 semester hours

COMPUTER ENGINEERING 470
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 471
Data and Computer Communications

3 lecture hours, 3 semester hours

COMPUTER ENGINEERING 472
Computer Networks
Introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: overview 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 instruments 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 fiber 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 484
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 485
Computer Vision
A project-oriented course designed to familiarize the student with the computer image display, 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 488
Interactive Computer Graphics
5 semester hours
Computer Engineering

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 Engineering 489.
3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 496
Digital Signal Processing Laboratory
3 semester hours

COMPUTER ENGINEERING 497A
Advanced Problem in Computer Engineering
1 semester hour

COMPUTER ENGINEERING 497B
Advanced Problem II in Computer Engineering
1 semester hour

COMPUTER ENGINEERING 500
Graduate Co-op/Internship in Computer Engineering
By arrangement.
1-3 semester hours

COMPUTER ENGINEERING 506
Mobile and Pervasive Computing
Students will learn the fundamentals of mobile computing and pervasive computing. Students will learn how to design and develop mobility-aware systems. Students will study the main standards of pervasive computing. Also, they will study mobile platforms environments, location awareness and wearable computing.
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 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 Transform, 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 program using theorems learnt in classes.
3 semester hours

COMPUTER ENGINEERING 515
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 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 (CEPG 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 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 include measurement techniques, monitor tools, simulation models, stochastic processes, queuing theory and analytical modeling techniques. Prerequisite: Computer Engineering 312, Computer Engineering 510 and Mathematics 323.
3 lecture hours; 3 semester hours

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 562
Cryptography and Cryptanalysis
Student will learn advanced topics in Cryptography and Cryptanalysis including: Classical Encryption Techniques, Block Ciphers and the Data Encryption Standard, Finite Fields, Advanced Encryption Standard, Block Cipher Operation, Random Bit Generation and Stream Ciphers, Public-Key Cryptography and Cryptosystems, Cryptographic Hash Functions, Advanced Cryptanalysis techniques and tools. This course includes a research project involves state-of-the art cryptography and cryptanalysis algorithms/tools.
3 semester hours

COMPUTER ENGINEERING 563
Applications Security
This course covers the very important area of application security providing useful examples of how security can be compromised in an application and what preventive measures should be taken from code development and deployment point of view. Topics covered
include validation, cross-site scripting (XSS) and cross-site request forgery (CSRF), securely accessing databases and safeguarding against SQL injection attacks, encryption, hashing and preventing information leaks, methods for authenticating and authorizing users, including membership providers and preventing cookie theft, securing and locking down web server, ways to securely use web services, security with Ajax, Web API (Restful services) and MVC frameworks.

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 or Computer Engineering 460.

3 lecture hours; 3 semester hours

COMPUTER ENGINEERING 572
Data and Computer Comm
3 semester hours

COMPUTER ENGINEERING 577
Internet of Things
This course focuses on a new emerging topic - The Internet of Things (IoT) and Machine-to-Machine Communications (M2M). The course includes a good amount of background review to get all students to an equivalent level, but primarily lectures will follow a seminar style structure. This implies course work includes readings, presentations and discussion of technical papers taken from the currently available IoT literature. Seminar style requires active student participation in both the presentations and in the discussions. Prior to the class / seminar, students are required to review an assigned article. Then we will have a thorough and interactive discussion in the classroom. The course syllabus will intentionally adapt to the interests and backgrounds of the students. This course will focus more narrowly on just a few key areas. Class lectures will be a combination of review of relevant networking material and presentation of papers from the current literature on the Internet of Things. Depending on length and complexity, the class will typically cover one or more research papers per week in class. Students should try to submit papers that they would be both qualified and interested in presenting in class. Prerequisites: Computer Engineering 472, Computer Engineering 572, or Computer Engineering 481.

3 semester hours

COMPUTER ENGINEERING 585
Computer Vision
A project-oriented course designed to familiarize the student with the computer image display, 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 586
Deep Learning
3 semester hours

COMPUTER ENGINEERING 587
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.

3 semester hours

COMPUTER ENGINEERING 597 A
Advanced Problems-Computer Engineering
Lecture hours and topics to be arranged with Department Chair.

1 semester hour

COMPUTER ENGINEERING 597 B
Advanced Problems-Computer Engineering
Lecture hours and topics to be arranged with Department Chair.

2 semester hours

COMPUTER ENGINEERING 597 C
Project III
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 606
Quantum Computing

3 semester hours

COMPUTER ENGINEERING 660
Navigation & Control of UAVs
The course objective is twofold: 1) To provide a comprehensive study of unmanned fixed-wing and rotorcraft navigation and control techniques, including a review of kinematics, dynamics and equations of motion, sensors, identification, controller design and implementation, as well as advances in unmanned aviation technology. ii) To present a detailed methodology for designing and navigating/controlling a new type of fixed-wing aircraft with enhanced aerodynamic performance based on the concept of Circulation Control, which allows for lift enhancement, reduce takeoff and landing distance, delayed stall and increased effective payload. CC based aircraft design is followed by controller design that also includes identification of stability and control derivatives.

3 semester hours

COMPUTER ENGINEERING 678
Adv Wireless Sensor Networks

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. Prerequisites: 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. Focus on developing components and packages. 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 441
Smartphone App Development

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 Math 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 hours

COMPUTER SCIENCE 492
Android Programming

3 semester hours

COMPUTER SCIENCE 497A
Advanced Problems-Computer Science
By arrangement.

1 semester hour

COMPUTER SCIENCE 497B
Advanced Problems-Computer Science
By arrangement.

2 semester hours

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. Prerequisite: Computer Science 102 or permission of instructor.  
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 506 
**Mobile and Pervasive Computing**

Students will learn the fundamentals of mobile computing and pervasive computing. Students will learn how to design and develop mobility-aware systems. Students will study the main standards of pervasive computing. Also, they will study mobile platforms environments, location awareness and wearable computing.  
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 509 
**Automata Theory**

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 queueing capabilities are examined. A comparison of the CORBA technology is made by explaining its architecture and remoteing 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 546 
**Services-Oriented Arch. (SOA)**

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 understanding to media themselves with emphases on other issues related to DBMS, operating systems and communications.  
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 552 
**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 applying the techniques to for data mining, and apply the techniques to solve data mining problems.  
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 layered 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**

The course focuses on three major aspects of computer systems performance evaluation. The course covers the basic theory and practice of computer systems performance evaluation. The focus is 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: Computer Engineering 312, Mathematics 323 Background in computer architecture and probability and consent of the instructor.  
3 lecture hours; 3 semester hours

COMPUTER SCIENCE 561 
**Network Security**

and other Security Systems. Prerequisite: Computer Engineering 471 or 473.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE 562
Cryptography and Cryptanalysis
Student will learn advanced topics in Cryptography and Cryptanalysis including: Classical Encryption Techniques, Block Ciphers and the Data Encryption Standard, Finite Fields, Advanced Encryption Standard, Block Cipher Operation, Random Bit Generation and Stream Ciphers, Public-Key Cryptography and Cryptosystems, Cryptographic Hash Functions, Advanced Cryptanalysis techniques and tools. This course includes a research project involves state-of-the art cryptography and cryptanalysis algorithms/tools.
3 lecture hours, 3 semester hours

COMPUTER SCIENCE 563
Applications Security
This course covers the very important area of application security providing useful examples of how security can be compromised in an application and what preventive measures should be taken from code development and deployment point of view. Topics covered include validation, cross-site scripting (XSS) and cross-site request forgery (CSRF), securely accessing databases and safeguarding against SQL injection attacks, encryption, hashing and preventing information leaks, methods for authenticating and authorizing users, including membership providers and preventing cookie theft, securing and locking down web server, ways to securely use web services, security with Ajax, Web API (Restful services) and MVC frameworks.
3 lecture hours, 3 semester hours

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, multisensor 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 571
Cloud Computing
The purpose of this course is to provide introduction to Cloud Computing. Cloud Computing is a new paradigm of computing, where compute resources, infrastructure, platform and software are delivered as services that are optimized for scalability, performance, high availability and cost. In this course, we will delve in the building blocks of Cloud Computing and learn how we can leverage it for more efficient computing. The course will constitute lectures and hands-on labs.
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, sensor data 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, multiprocessor. Parallel programming constructs. The mutual exclusion problem, synchronization and communication methods. Multi-computer topologies and topological embedding. Classes of parallel algorithms and design approaches. Performance analysis of parallel computation, including de-tailed 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 693
Special Topics-CPEG
3 lecture hours, 3 credit hours

COMPUTER SCIENCE 694
Written Comprehensive Exam
Students taking comprehensive examinations are required to register for CSE 694. 0 lecture hours, 0 semester hours

COMPUTER SCIENCE 698
PhD Tchg Requirement
By Arrangement
COMPUTER SCIENCE 699
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 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. 1-12 semester hours

Computer Science & Engineering (Ph.D.)

These courses are open for students enrolled in the Ph.D. degree in Computer Science and Engineering.

COMPUTER SCIENCE & ENGINEERING 690
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 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

Counseling

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. 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. COUN 505H is geared specifically to the needs of Human Resources professionals. 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. 3 semester hours

COUNSELING 515
Clinical Skills for 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. 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
Counseling

of educational environments and understand their effect on different types of students. Students will understand and apply theories/ environment interaction in a collegiate setting.

3 semester hours

COUNSELING 524
Strategies and 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 523.

3-4 semester hours

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.

3 semester hours

COUNSELING 530
Intro 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.

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.

3 semester hours

COUNSELING 538
Guided Research in Counseling
This course provides an opportunity for students to engage in research in the field of Counseling. Involves individual reading and research in COUNSELING involving experimental or theoretical investigation. Prerequisites: COUNSELING 535 or COUNSELING 536; completion of 18 credits in COUNSELING classes.

1-3 semester hours

COUNSELING 540
Group Process: Application and 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 540 is geared specifically to the needs of Human Resource professionals. Additional unscheduled lab time is required.

4 semester hours

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. Equivalent to COUN-516.

3 semester hours

COUNSELING 546
Social Psychology of Mental Health
In this course, students will be introduced to fundamental concepts of social psychology as they relate to clinical and COUNSELING psychology theory and practice. Students will examine topics such as the role of social support (both perceived and actual) and how it can be applied in an intervention setting, the role of social cognition on topics such as stigma, defensiveness, and helping, and how to relate the role social psychology to clinical intervention and assessment.

3 semester hours

COUNSELING 552
Human Development: a Lifespan Approach
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.

3 semester hours

COUNSELING 555
Student Development Theory
This course is designed for graduate students in College Student Personnel. Course partici-
Appraisal Procedures for Counselors

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, 508 and 610.

3 semester hours

COUNSELING 585

Trauma

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 523, Practicum Level, Post-Graduate or current Employment in the COUNSELING field preferred.

3 semester 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. Prerequisites: COUNSELING 505 and COUNSELING 512.

3 semester hours

COUNSELING 588

Selected Topics in Behavioral Medicine

Behavioral medicine is the clinical application of health psychology. This class will cover a range of topics that in health psychology that are most relevant to the practice of counseling. Students will explore the Clinical Mental Health applications of the nature of well-being, positive health behaviors, health risk behaviors and COUNSELING clients with chronic disease.

3 semester hours

COUNSELING 590

Master's Project

This course is designed to assist the student in development of a scholarly master project, which is the final product required for completion of the Master's Degree in Counseling.

1-3 semester hours

COUNSELING 591

Project/Thesis Fee Assessed

3 semester hours

COUNSELING 592

Cumulative Exam in College Student Personnel

This course provides the culminating experience for students in the College Student Personnel Concentration of the Master of Science in Counseling. Students will take this exam after completing the core classes and must pass the class/exam (Graded S/U) in order to graduate.

3 semester hours

COUNSELING 593

CPCE Exam

This course will allow students to register for the CPCE, which they are required to pass as part of their degree plan. They currently petition to take the test and the department records if they pass. This is a more official way of recording test taking and passing.

3 semester hours

COUNSELING 594

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.

3 semester hours

COUNSELING 599

Independent Study

3 semester hours

COUNSELING 600

CMHC Internship I

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.

1-3 semester hours

COUNSELING 601

Internship 1 College Student Personnel

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.

3 semester hours

COUNSELING 605

CMHC Internship 2

Clinical Mental Health COUNSELING Internship 2 Program facilitates 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 COUNSELING 600. Permission of Instructor/Internship Coordinator Required. Offered in the fall and spring semesters. Prerequisite: COUNSELING 600.

4 semester hours

COUNSELING 606

College Student Personnel - Internship 2

Prerequisite: COUNSELING 601.

3 semester hours

COUNSELING 607

Human Services – Internship 2

Prerequisite: COUNSELING 602.

3 semester hours

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 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. Prerequisites: COUNSELING 505 and COUNSELING 512.

3 semester hours
COUNSELING 615
**Ethical and Legal Issues in Higher Ed**
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.
3 semester hours

COUNSELING 670
**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.
3 semester hours

COUNSELING 682
**Cognitive Behavioral Therapy**
The 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. Prerequisites: COUNSELING 505 and COUNSELING 512.
3 semester hours

Criminal Justice and Human Security

CRIMINAL JUSTICE AND HUMAN SECURITY 501
**Criminal Justice Research Methods**
CJHS 501 Criminal Justice Research Methods is a core course required for the Master’s degree in CJHS. This course analyzes research strategies and methods for research in criminal justice and human security. It provides a detailed review of quantitative and qualitative methods, including record reviews, official data, subject surveys, and ethnographic interviews and participant observation. It focuses on the links between theories and methods, research design, sampling, measurement, data collection, and ethical concerns of protecting human subjects. Students are required to write a research proposal, including objectives, background and methodology.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 532
**Law Enforcement Management**
This course invites graduates to understand and anticipate the challenges faced by those who have assumed leadership roles within law enforcement agencies. The course takes into consideration leadership styles, approaches to management, decision-making methodologies, dispute resolution, multicultural management, crisis management and interpersonal communication.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 535
**Theories on Crime, Norms and Deviance**
CJHS 535 Theories on Norms and Deviance is an elective course for the Masters in CJHS. This course discusses the major theories of norms, deviance, and criminal behavior across major cultural spheres and history.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 540
**International Criminal Law**
CJHS 540 International Criminal Law Human Security and Approaches to Justice is an elective course for the MA in Criminal Justice and Human Security. This course is designed to familiarize students with the history and practice of international criminal law, from the groundbreaking post-World War II tribunals of Nuremberg and Tokyo, the ad hoc tribunals, and the International Criminal Court. General principles and specific rules of law will be examined, with a particular emphasis on the linkage between law and policy objectives. Writing assignments will be designed to develop legal reasoning and argument, as well as articulate policy goals. Students will also be encouraged to think about how to develop research designs in the field of international criminal law.
3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 550
**Comparative Criminal Procedure**
CJHS 550 Comparative Criminal Procedure is an elective course for the MA in Criminal Justice and Human Security. The course has four main sections. First, we begin by reviewing how criminal procedure relates to desired standards of democracy and the rule of law. Taking a topic approach organized according to the chronological phases of the criminal process, we examine five distinct stages of this process: (1) investigation, (2) arrest, search, and seizure, and (3) interrogation, (4) pre-trial court procedures, and (5) the trial itself. In each phase, students first examine criminal procedure principles and practices in the U.S.,
and then examine these principles and practices in 12 other countries, including England, France, Germany, and Italy from Europe; Russia (exemplifying the post-Soviet world), Israel (illustrating a “security state”), Egypt and South Africa representing Africa, and Argentina and Mexico representing Latin America. Third, we turn our attention to reform movements abroad, with particular attention to the Iberian Peninsula (Spain) and Latin America, including recent reforms in Chile and ongoing reforms in Colombia and Mexico. This section highlights the origins of these reform movements and the assessment of the effects of reform. Finally, drawing on the insights gathered from the comparative analysis above, we return to the U.S. to examine how best practices identified elsewhere compare with current practices here at home.

3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 559
Cybercrime and Cyberterrorism

CJHS 559 Cybercrime and Cyberterrorism is a course elective for the Masters degree in CJHS. The purpose of this course is to introduce students with the technical, social and legal aspects of cybercrime and cyber terrorism. This course examines the criminal activity that occurs in cyber space, the criminal actors that operate in this space, and how policing and government bodies are managing these crimes and criminals. Finally, the course will take the student into areas where terrorists would try to use the Internet in more threatening ways as a weapon against society.

3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 560
Transnational Crime-Drugs, Human Trafficking, Arms Shipment

CJHS 560 Transnational Crime-Drugs, Human Trafficking, Arms Shipment is a course elective for the Masters degree in CJHS. This course is an examination of two transnational criminal enterprises, the smuggling of drugs and weapons, and trafficking of persons that draw on similar criminal groups methods, and motives. It covers analytic approaches to studying the topics; the role of organized and other forms of crime to each; how agents operate in specific geographic contexts; and how state and non-state actors are responding to the smuggling and trafficking of persons. The class examines the rise of the phenomenon, the role of conflicts in illicit trade and the actors who facilitate this trade and the policies that are needed to address it.

3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 578
Topics in Criminal Justice Policy

CJHS 578 Topics in Criminal Justice Policy in a course elective for the Masters degree in CJHS. This course is designed to provide students a broad overview of criminal justice policies, both domestic and comparative. It examines the goals and values underlying justice policy, the social construction of crime problems and the process of policy development. Includes readings and discussion on: law and justice policy in a federal system; crime prevention and institutional responses to crime; emerging cross-national issues in crime, law, and policy.

3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 591
Internship

The Graduate Internship is completed once the student has completed 18 credits in the CJHS MA program. It serves as the venue in which students can gain valuable work experience in the field of Criminal Justice and Human Security. It also gives students the opportunity to utilize the theories and ideas learned in CJHS courses.

3 credits

CRIMINAL JUSTICE AND HUMAN SECURITY 598
Tutorial

The Tutorial is offered at the completion of the internship for students in the Master of Arts in Criminal Justice and Human Security program. As part of the Tutorial, students write, reflect and present on their internship experience and its relationship with the theoretical underpinnings of their program of study. The student in this class is also invited to reflect on herself/himself and identify interests, aspirations, personal strengths, and areas needing more work. This requires an assessment of one’s skillset or toolbox for navigating life’s challenges. This requires an assessment of one’s skillset or toolbox for navigating life’s challenges. This requires an assessment of one’s skillset or toolbox for navigating life’s challenges. This requires an assessment of one’s skillset or toolbox for navigating life’s challenges.

3 lecture hours, 3 semester credits

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.

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.

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 meth-
Dental Hygiene • Design Management

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 clinical/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, evaluation strategies, 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 516
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

DESIGN MANAGEMENT 400
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

DESIGN MANAGEMENT 401
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

DESIGN MANAGEMENT 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

DESIGN MANAGEMENT 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

DESIGN MANAGEMENT 410
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 de-
Students will report on their experience and strategic partnerships and student initiative, qualified design management interns. Through Fairfield County and the surrounding tri-state DESIGN MANAGEMENT 598 experience, talent, and culture. Students will demonstrate an understanding of the field. This unique challenge demands that the 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.

DESIGN MANAGEMENT 511 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.

DESIGN MANAGEMENT 510 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.

DESIGN MANAGEMENT 508 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 international students.

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.

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.

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.

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.

FINANCIAL 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.

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.

Small Business & Entrepreneurship 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
Design Management • East Asian and Pacific Rim Studies

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 CTeC 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

GLDP/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

GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 528 Sociopolitical Implications of World Religions
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 stages. 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 organization 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

GLDP/EAST ASIAN AND PACIFIC RIM STUDIES 530 Pacific Rim Culture and Development
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 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 taken 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

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

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
outcomes, i.e., they can apply the foreign language that they have been studying in an overseas setting (international GLDP 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 GLDP academic program can be put into practice.

3 semester hours

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 comprehensive 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 science curriculum.

ED 443C — 2 semester hours

ED 443M, J — 3 semester hours

EDUCATION 446

Methods and Materials in Teaching a World Language

This course familiarizes the student with the major purposes of the study of world language in the schools. It introduces the strategies and classroom activities for effective teaching. It examines appropriate materials for teaching world languages.

3 semester hours

EDUCATION 447

Methods and Materials of Teaching English as an Additional Language

This course explores the language needs of children who are learning English as an additional language. It reviews and explains effective methods and strategies for teaching such students. The most appropriate materials are identified and utilized.

3 semester hours

EDUCATION 450

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 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 500

Research Techniques and Report Writing

This is an introduction to the research process, to the understanding of published research, and to the application of research findings to education. The course prepares the student to write formal papers and research reports.

3 semester hours

EDUCATION 503

Diverse Students: Differentiated Instruction

This course focuses on pedagogy based on the philosophy that each student is a unique learner and that instruction should be provided that meets the needs of diverse students. Methods for addressing the needs of students' diverse strengths, background, experiences, gender, linguistic, and learning styles will be presented. It is recommended that the course will be taken after completion of EDU 564: Education of Students with Exceptionalities.

3 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.

EDUC 536C – 2 semester hours

EDUC 536M/J – 3 semester hours

EDUCATION 537

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 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

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 543
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 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 multicultural 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 applications 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 phonics 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

EDUC 575M
This course concentrates on appropriate materials, strategies, and assessments for reading and writing in middle grade settings, 4-8.

EDUC 575J
This course focuses on the comprehen-
sion and composing processes of students in secondary-level settings, grades 7-12. 
3 semester hours
EDUCATION 576
Developmental Reading 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 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 consulting 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. The student will have the opportunity to evaluate existing course 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 introductory to expose 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 Consultant as an educational leader in schools and school districts and focuses on issues of organization, administration, and supervision of reading and language arts programs. Note: Students enrolled in this course must also concurrently enroll in EDLD 611 Administration: Organizing, and Staffing Educational Institutions. While EDLD 611 focuses on the broader issues of educational leadership in schools, EDLD 611A specifically focuses on reading and language arts programs and personnel. 
1 semester hours
EDUCATIONAL 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 LEADERSHIP 613
Contemporary Issues in Education Leadership
This is an exploration of current topics and trends that impact education leadership. The course materials will explore current trends and topics utilizing journal articles, monographs, trade news outlets and social media. 
3 semester hours
EDUCATION 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
EDUCATION 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 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 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 800D  
Continuing Doctoral Seminar
The seminar meets periodically during the academic year and for two full weeks each summer, for three consecutive summers. It provides opportunities for students to work with scholars and leaders from a variety of disciplines to broaden perspectives on educational leadership and to develop an intellectual style for dealing with educational problems.
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  
Constitutional, Legal, and Political Issues 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, and 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 is 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 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 811
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 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-methods 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)

EDUCATIONAL LEADERSHIP 817
Postsecondary Teaching Experience
EDUCATIONAL LEADERSHIP 818
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 845A
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 comprehensive 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
RF circuit design. Students will learn circuit level design of high speed analog/RF circuits. Specific topics include impact of scaling and noise in high-speed communication circuits, low noise amplifiers, mixers, power amplifiers and frequency synthesizers.

3 lecture hours; 3 semester hours

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 405

Random Signal Processing

Topics in the course Statistics for Engineers and Random Signal Processing are the same. However, Random Signal Processing is a better title, since it pertains to modern applications of statistics for Engineers in the real world.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 406

Soft Computing I

Modeling and solving engineering problems using computational methods. Topics include exact (provable) methods (linear and convex programming) and fast methods (heuristic search, genetic algorithm, neural networks, etc.).

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 407

Fuzzy Logic Systems

A study of fuzzy set theory and applications. Topics include (a) fundamental concepts of fuzzy logic, (b) fuzzy sets, (c) fuzzy model identification, (d) neuro-fuzzy systems, (e) fuzzy logic in control engineering, and (f) fuzzy logic in pattern recognition and artificial intelligence.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 409

Data Acq & Virtual Instr Lab

This is an introductory lab for the real-time data acquisition and instrument controls. The purpose of this course is to introduce students to the field of data communication between the computers and instruments with experiments. These experiments cover the LabView programming for the interface to communicate with different instruments or data acquisition boards through GPIB, RS232, and USB cables. After the students complete this course, they are expected to be able to set up their own systems for different testing and controls.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 410 (ELEG 410/BMEG 410)

Bio Sensors

This course will provide an introduction to 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

Pic Solutions in Industrial Applications

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. Prerequisite: Electrical Engineering 464.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 412

Bioelectronics

Discipline of biomedical Engineering has emerged due to integration of engineering principles and technology into medicine. This course is intended for engineers and engineering students interested in pursuing careers in biomedical engineering and health related filed. This course will first introduction Applications of electrical engineering principles to biology, medicine, behavior, or health will be identified during first half of the semester. Second half of the course will focus on research, design, development and application of biosensors and Bioelectronics.

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) Phylogenic trees, (vi) Protein docking and drug discovery, etc.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 414

Laser Applications

Course studies (i) fundamentals of laser operation and the types of laser operation, (ii) laser applications in spectroscopy and photochemistry, (iii) laser applications in dentistry and eye surgery (LASIK), and (iv) laser applications in bar code readers and welding/cutting.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 415

Fiber Optics


3 lecture hours; 3 semester hours

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

Application of diodes, bipolar transistors (BJT) and field effect transistors (FET) to signal amplification and switching. Computer Simulation.

3 semester hours

ELECTRICAL ENGINEERING 419

Fuel Cells

3 semester hours

ELECTRICAL ENGINEERING 426 (ELEG 426/BMEG 426)

Modern 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
Electrical Engineering

3 semester hours

ELECTRICAL ENGINEERING 431
Fields Theory
The course covers fundamental concepts of RF circuit design. Students will learn circuit level design of high speed analog/RF circuits. Specific topics include scaling and noise in high-speed communication circuits, low noise amplifiers, mixers, power amplifiers and frequency synthesizers.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 434
Power System Protection and Relaying
This course introduces students to the basic concepts and fundamentals of the electric power system protection and relaying. It teaches the methodology to model the different electric components of the power systems such as busbars, generators, motors, transmission lines, and transformers. Also, it analyzes the different types of symmetrical and asymmetrical short circuit faults along with the different protection schemes used to protect the power system component. It presents the philosophy of protecting the power systems and discusses the fundamental relay operating principles and characteristics. It explores the different types of relays and measuring instruments. Finally, it introduces practical techniques/applications and relaying systems used to protect real-life transmission and distribution systems/components.
3 semester hours

ELECTRICAL ENGINEERING 435
Electric Machines
The course introduces the laws of electricity and magnetism and principles of transformers applicable to electric machine construction. Machines studied include DC motors, AC induction motors, synchronous motors, stepper motors, relays, and motor/generators. Both single phase and 3-phase motors are analyzed for their efficiency, speed, and mechanical stability. The state of the art VFD (Variable frequency drive) is shown to be the best way to improve efficiency and produce the maximum torque and speed control for any given motor.
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

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)
MEMS (Microelectromechanical 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 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 microelectronic fabrication process. Upon finishing this course, students will be familiar with the basic semiconductor and VLSI
Electrical Engineering

microfabrication processes.

3 lecture hours, 3 semester hours

ELECTRICAL ENGINEERING 449

Wireless Sensor Networks

Course studies wireless sensor nodes, which are small, low cost, low power, multifunctional sensor nodes with the capability of sensing certain physical properties, local data processing, and wireless communications. Focus will be on real time applications in software and hardware. The architecture of networks will also be utilized and perfected.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 450

Communications Lab

Hands-on experience with digital and analog communication equipment, AM, FM and digital modulation techniques. Design and test of optimal configuration. Measurement of performance parameters in the presence of thermal noise. Pre-requisite: Electrical engineering 441. 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 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 452

Multimedia Processing

Using state-of-the-art software and hardware, this course shows how to process multi-media signals (for example speech, MPEG, HDTV, video, images). The course teaches how to represent these signals mathematically, how to compress the data in these signals to fit into a limited workspace, and how to make the processing networks and the signals themselves secure against hackers. Part of the course involves a research project. 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 455

Microwave Lab

Hands on experience with basic microwave coaxial and wave guide components in various circuit configurations. Measurement of power, wavelength, VSWR, attenuation, directional coupling, impedance. Use of the smith chart. Pre-requisite: Electrical Engineering 457. 3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 456

Adaptive Signal Processing

This course introduces students to the field of adaptive signal processing as well as several practical aspects of adaptive systems. This course provides an in-depth analysis of various adaptation algorithms such as least mean square adaptive filters, recursive least squares algorithms, and Kalman filters etc. The subject learning is enhanced through experimentation of adaptation techniques using Matlab and/or Labview projects centered on applications such as adaptive noise/interference cancellation, signal estimation/detection, and system identification etc.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 458 (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


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 & Instrumentation

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

ELECTRICAL ENGINEERING 465
Introduction to Robotics
Basic robotics including: position and velocity sensing, actuations, 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 Math 314, or permission of instructor.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 467
Introduction to Mechatronics
This course covers development of Mechatronics theory and application to intelligent systems dependent upon the integrated disciplines of mechanical, electronic, computer and software engineering. The course examines the following: mechatronics system design, sensors and transducers, actuating devices, signals systems and controls, real-time interfacing, hardware components and software with applications in mechatronics.
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 480
Digital Electronics
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. Prerequisite: 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
Sustainable Energy
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, and challenges in PV cells, the principles, the stack and system design in fuel cells.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 492
Sustainable Energy Lab
3 semester hours

ELECTRICAL ENGINEERING 500
Graduate Co-op/Internship in Electrical Engineering
By arrangement. 1-3 semester hours

ELECTRICAL ENGINEERING 503
Electronic Cooling
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 thermometer, 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 348, 234 or equivalent.
3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 511
Medical Machines - Signal Processing
Students learn to obtain, process, and interpret data from various Medical Machines (e.g. EEG, ECG, EMG, pulse oximeter, spirometer, blood pressure, skin resistance). Students analyze data via the computer package MATLAB.
3 semester hours

ELECTRICAL ENGINEERING 513
Biomedical Image Processing (Elective)
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 Transform, 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 program using theorems learnt in classes.
3 semester hours

ELECTRICAL ENGINEERING 515
Fiber Optic Networks
This course focuses on architectures, design and control of multi-wavelength optical communication networks. This includes OSI, TCP/IP, and MPLS layers. It also includes a study of WDM network elements and components. Physical and link layers will be covered to understand the advantages and limitations of optical transmission technology, including SONET, CFP, Gigabit Ethernet, and packet switching.
3 semester hours

ELECTRICAL ENGINEERING 542
Advanced DSP (digital signal processing)
(1) 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
Magneto-Bioengineering

Magneto-Bioengineering is a fast-developing field of research, its practical and environmental aspects being a topic of ever-increasing number of applications encompassing the field of biomedical engineering including but not limited to MRI (magnetic Resonance Imaging), magnetic therapy, neural stimulation, magnetic field treatment for nonunion (fractures that fail to heal) and so on. At the same time, physically, the biological effects of weak magnetic fields or Extremely Low Frequency (ELF)
magnetic fields are still regarded as a paradox. This course deals with such issues and fills in the theoretical gap in biomedical engineering. It reviews and analyzes the experimental evidence that yields useful insights into the primary physical processes of magnetoreception and the frequency and amplitude spectra of the action of weak magnetic fields in living system and hence the course addresses important issues in biomedical engineering. Also, the course reviews the available hypothetical mechanisms for that action as applicable to the field of biomedical engineering. Besides this the presence of magnetic crystals in certain species of prokaryotes as well as in birds (for migration) and in humans is still under active investigation and is also covered in this course as a possible way of exploiting such information for application in biomedical engineering.

3 lecture hours; 3 semester hours

ELECTRICAL ENGINEERING 580

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. If ideas are worthy, teams may work with the University’s CTech InCLubator to actually commercialize their products. Students are strongly encouraged to find a sponsor to actually commercialize their product ideas.

3 credit hours

ELECTRICAL ENGINEERING 596

Seminar

Lecture hours and topics to be arranged with instructor. Prerequisite: Electrical Engineering 597 or 598.

1 credit hour

ELECTRICAL ENGINEERING 597

Master’s Project

Lecture hours and topics to be arranged with Department Chair.

3 credit hours

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 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

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. Prerequisites: FIN 400 and completion of all required Finance concentration courses or concurrent registration in final required concentration courses.

3 semester credits
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 510
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 520
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

FINANCE 530
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 540
Financial Analysis and Modeling
This course introduces important financial models and shows how they can be solved numerically and/or simulated using computer technology (e.g. Excel). This class covers standard financial models in the areas of corporate finance, financial statement simulation, accounting model, portfolio problems, options, portfolio insurance, duration, and immunization. It will give tools for understanding the computational intricacies in finance. Too often, finance courses stop short of making a connection between textbook finance and the problems of real-world business. This course bridges this gap between theory and practice by providing a nuts-and-bolts guide to solving common financial and accounting models with spreadsheets. Prerequisites: FIN 400 and completion of all required Finance concentration courses or concurrent registration in final required concentration 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 300, 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 Manage-
ment 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

GLOBAL DEVELOPMENT AND PEACE 500
Graduate Co-op/Internship in Global Development and Peace
Students may complete a curricular training that reflects the competencies that the students have 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 501
Research Methods
This is an introductory course in qualitative and quantitative research methods. It is designed to introduce you to basic concepts and issues 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, participant and non-participant observation, experimental design, and content analysis. An overview of statistical means of data interpretation also will be presented, including correlations, t-tests, chi-square tests, and so forth. Legal and ethical issues related to research, including research with human subjects, will be examined.
3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 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 underpinnings of the course relies 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 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 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 523
Corruption
This course introduces students to corruption – definition, causes, practice, and consequences. It seeks to inquire into the economic, political and human costs of corruption, and the role of corruption in weak or malgovernance. The course also seeks to inquire into role of cor-

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 525
Globalization, Peace and Conflict
This course will examine the many meanings of globalization: economic, political, social, and cultural and explore how these global transformations are altering dynamics of peace-making and conflict at both the international and domestic levels. Among other topics, the course will examine the relationship between economic integration and war and civil war; economic integration and political conflict; cultural conflict; ethnic conflict; conflict and gender; and new technologies and conflict. This course also examines the key concepts, themes, theories, and practices involved in peace psychology and the role it plays in peacemaking at a global and local level. Students will be introduced to the issues of peace and conflict across a wide range of interpersonal, community, national and international contexts. In particular, the course will explore when and under what conditions globalization processes may promote peace and under what circumstances they may aggravate old conflicts and lead to the emergence of new ones.
3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 528
Sociopolitical Implications of World Religions
Sociopolitical interaction between civilizations as defined by their religious cultures will be considered from a historical and contemporary perspective, with an emphasis on the latter. This course will explore practical implications for GLDP professionals in their work in other cultures and societies. It will do so by focusing primarily on the specific features of Christian, Muslim, and Far Eastern Confucian societies and their implications in world affairs. Beyond the discovery of data, their analysis and their evaluation, this course will attempt to answer questions such as: to what extent do current
clashes between the above (and other) societies have a potential for resolution, and what avenues can be suggested? Is secularization destined to remain a typically Western and Christian phenomenon or is it the inevitable destiny of all cultures? Is religious universalism necessarily a Western particularism wrongly coded as universal? In considering these and other questions, the course will evaluate different competing models, in particular the views of Samuel Huntington and its critics, as well as the vision expressed in Kant’s Perpetual Peace and its impact on the creation of the United Nations.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 529
Political Economy of Migration
This course explores the constants and variables of immigration. The course will also consider the extent to which overseas investment in less developed countries and the strengthening of regional customs unions and the WTO will affect immigration trends. Due to the gap in the quality of life in developed versus less developed countries as well as the ongoing demand for cheap, unskilled labor, the number of immigrants to the developed world continues to grow in the United States and in the European Union. This Course also invites learners to assess how the growing demographic of immigrants and their children may affect voting patterns, public education, and the foreign policy priorities of the developed societies where they tend to settle.

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 540
Culture and 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 543
Media 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 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

GLOBAL DEVELOPMENT AND PEACE 550
Advanced International Journalism
This course focuses on how international news is covered and how to cover international news. It also examines the issue of news media and foreign relations.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 560
Sustainable Development
This course examines challenges related to balancing the fulfillment of human needs with protecting the environment, taking into account economic, social, and ecological factors. Among topics discussed are global macrotrends, environmental actors (states, NGOs, etc.), international law, environmental regimes, natural resources, biodiversity, global political economy, alternative and renewable energy, climate change, petroleum, air pollution, hazardous chemicals, and wetlands. Case studies will be used to highlight the challenges faced by the development process due to the social, economic, 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. Prerequisite: GLDP 511 or 528.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 563
International Human Rights
This course is intended for graduate students and the enthusiasts in international affairs and human rights. It explores the concept of human rights and state responsibilities; the realm of national and international responsibilities; and international human rights as obligations. The course seeks to convey to the student the breadth and depth of the discourse since the end of the Second World War, in particular the transition from declarations about the rights of peoples to the affirmation of criminal responsibility by the international community from the Nuremberg Tribunal and Tokyo Trials to the International Criminal Court at the Hague. All this is placed in the wider context of development, and seeks a balance between the broader discourse of political and economic rights.

3 Semester Hours

GLOBAL DEVELOPMENT AND PEACE 581
Advanced Diplomacy
The course builds upon the skills and competences acquired in foundation courses in the Global Development and Peace program, in particular GLDP 522 International Conflict Negotiation. Students will develop enhanced competencies in the areas of diplomacy and related negotiations, principles and practices of diplomacy, in particular in the context of foreign policy of the United States. Prerequisite: GLDP 522 or instructor’s permission.

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 assessment of the Student’s performance by the agency where the student interns will be submitted as the basis of evaluation. Prerequisite:
Global Development and Peace • Health Sciences

completion of 18 credits.
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

FIN 525
Global Market Management

FIN 530
International Financial Management

MGMT 555
Technical Analysis & Trading

MGMT 534
Global Program and Project Management

MGMT 534
Strategic Sourcing and Vendor Management

MGMT 523
Leadership, Teams & Managing Change

FIN 535
e-Marketing

MGMT 565
Product Management, Innovation and Commercialization

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
Health Sciences

management and decision support, plan and
develop the governance and oversight require-
ments of healthcare IT projects, understand the
specification and selection process of health-
care projects, and apply these competencies to
real-world problems.
3 Credits
HSCI 735
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 pharma-
croatherapeutics. Topics covered include
cardiopulmonary diseases, infectious diseases,
gastroenterology, urology, endocrine and on-
cology. Lab and specific diagnostic tests will be
viewed. 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 effective-
ly with the health problems faced throughout
life. These issues may include stress, sexual-
ity, 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 848
Teaching in the Health Professions (Education
concentration)
This course provides an analytic and develop-
mental approach to the roles and functions
of the health professional teacher. Discussions
will focus on teaching roles, style and philo-
sophy and the application of learning theory
to instructional design and lesson planning.
Emphasis will be on selection and application
of appropriate teaching strategies and assess-
ment methods according to the goal(s) of
instruction and identified learner character-
istics. 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, pro-
ceedures, uses, and limitations of assessment
strategies and techniques. The use of stan-
dardized testing and implications for current
practice is also discussed. Topics such as creat-
ing and using assessment tools that improve
instruction (formative assessments) as well as
gauge its success (summative assessments)
will be reviewed. Learning to design assess-
ments that are carefully aligned with educa-
tional 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 850
Health Promotion and Disease Prevention
(Clinical concentration)
This course provides an overview of the major
issues in health promotion and disease pre-
vention. 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 under-
standing the role nutrition plays not only in
health but also in disease prevention.
3 Credits
HSCI 851
Advanced Clinical Nutrition 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 Dis-
ease, Hypertension, CVD, CHD, Arrhythmia,
Vascular Health, Hyperlipidemia, Gastric By-
pass Surgery, Hypothyroidism, Hashimoto’s
Thyroiditis, Graves’ Disease and other End-
docrine 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 Cardiometabolic Diet, and all weight
loss and FAD diets as they pertain to Meta-
bolic 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 II
Integrative nutrition and functional medicine
in cardiovascular health (heart disease, con-
gestive heart failure, arrhythmia, dyslipidemia,
hypertension, vascular health, anemia).
3 Credits
HSCI 853
Advanced Clinical Nutrition III
Integrative nutrition and functional medicine
in Metabolic Health issues (Metabolic syndrome
obesity, chronic fatigue syndrome, diabetes mellitus, and other endocrine disorders).
3 Credits
HSCI 854
Advanced Clinical Nutrition IV
Integrative nutrition and functional medi-
cine in chronic and degenerative diseases,
neurological disorders, immune dysfunction,
osteoarthritis, chronic inflammation, allergies,
cancer.
3 Credits
HSCI 855
Integrative and Complementary Medicine
(Clinical concentration)
This course will provide students with a work-
ng knowledge about integrative and comple-
mementary medicine and clinical applications for
patient/client care and research. Federal regu-
lations, cultural beliefs, scientific research and
perceived benefits and risks will be explored.
The appropriateness of integrating these therapeu-
tic modalities into conventional medicine
will also be explored.
3 Credits
HSCI 856
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 edu-
cation. The course is designed to provide stu-
dents 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 859
Pedagogy and Teaching Strategies for College Instructors (Education concentration)
This course describes the theoretical basis of pedagogy and explores the foundations of teaching in higher education. Issues such as: how students learn, motivating students, and matching teaching methods with learning outcomes are topics designed to improve the quality of higher education. This course not only covers how to connect with students in the learning process, but also how to determine if students are learning. Using active techniques, encouraging classroom participation, motivating students, and various learning styles are examples of topics that will be covered. This course provides practical suggestions to implement the methods discussed.

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 outbreaks. 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 insure 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 em-
Health Sciences • Global Media and Communication Studies

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 have developed in the Global Media and Communication Studies program. Students need to have their supervisor the training certify satisfactory task performance and students need to have their supervisor the training certify satisfactory task performance and 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.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES 511 Communication Theories
This course focuses on communication theories. Major communication theories in the areas of information processing, persuasion, influence, decision-making, conflict resolution, group communication, intercultural communication, organizational communication, media communication, new media communication, social media and culture, media effects, and public opinion will be studied.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 522 Conflict Analysis and Resolution/International Conflict and 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.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 528 Sociopolitical Implications of World Religions
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 stages. The course also explores the "practical: rationale for terrorism as well as terrorism ideological and philosophical roots as well as the actual historical trajectory of terrorist organization 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 MEDIA AND COMMUNICATION STUDIES/GLDP 529 Advanced Intercultural Communication
This course studies different cultures around the world. In particular, it examines value systems, gender roles, and family structures. It will also examine the relationship between culture and religion, culture and economic development, culture and media, culture and new media, and culture and human development.
3 semester hours
Global Media and Communication Studies • Information Systems and Knowledge Management

GLOBAL MEDIA AND COMMUNICATION STUDIES 533
Cyber War and Security
This course views computer security as a strategic concept, not a technical discipline. The world's increasing dependence on the powerful yet vulnerable Internet—combined with the growing capabilities of cyber attackers—currently jeopardizes national and international security. Strategic challenges, projected by state and non-state actors, present in the cyberspace require relevant strategic knowledge, thinking, and solutions.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES 535
International Advertising and Public Relations
This course focuses on the theoretical and practical aspects of international advertising and public relations. In particular, it examines the characteristics, problems, and challenges in the areas of international advertising and public relations. It also studies how media and new media are used for advertising and public relations in an international setting. Business, economic, cultural, social, and political factors will be analyzed in the context of international advertising and public relations.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES/GLDP 537
Global Communication and Mass Media
Critical study and applications of theories and principles of global communication and mass media. Analysis of the roles traditional media, new media, and media professionals play in politics, governance, and international relations. Examination of how media systems work in different countries, how journalists cover news and events, how information flows globally, and what impact information flow creates to countries and peoples around the world.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION 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, 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 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.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES 546
New Media and Information 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 maintain 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 18 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 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. Prerequisite: completion of 18 credits.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES 599
Tutorial
The tutorial is offered at the completion of the internship. The tutorial invites students in the Master of Arts in Global Media and Communication Studies 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: GMCS 591 and completion of at least 21 semester hours of the GMCS program. The tutorial is offered at the completion of 21 semester hours. Therefore, the 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. Prerequisite: completion of 18 credits.
3 semester hours
GLOBAL MEDIA AND COMMUNICATION STUDIES 599
Thesis
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
Global Media and Communication Studies • Information Systems and Knowledge Management • Management

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

Information Systems and Knowledge Management

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

Knowledge Management and Business Intelligence

This course will explore various issues of creating, storing, sharing and applying knowledge in organizational environments. 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

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 exploding 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 complement the text, written for managers grappling with how to leverage their enterprise data for positive results.

3 semester credits

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 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 allows 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

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

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 & 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

Organizational Behavior

This course enables students to explore individual and group behavior in organizations and the contextual factors that impact workforce performance and organizational effectiveness. An understanding of topics including organizational culture and structure, ethics and corporate social responsibility, team dynamics, leadership, decision making, and motivation is emphasized. Students gain insight from the perspective of both theory-oriented research.
and practice-oriented professional communities through the discussion of concepts and organizational practices and the analysis of research findings and trends. 3 semester credits

MANAGEMENT 511
Human Resources Management
This course enables students to examine the current research findings, trends, and best practices of human resource management, as well as the strategies and tactics necessary to sustain an effective and proactive human resources function in an organization. An understanding of topics including recruitment and selection, employment law, performance management, training and development, compensation and benefits, and employee engagement is emphasized, in both domestic and global contexts. Students will gain insight into effectively leveraging findings from relevant research studies to address current and projected human resource management challenges and needs. 3 semester credits

MANAGEMENT 512
Organizational Development
The 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 515
Assessment
This course focuses on workplace assessment related to recruitment, placement, and workplace training. Performance appraisal is emphasized including employee development, development of objectives and process, monitoring, retention and separation. The understanding of selection and assessment instruments and methodology are studied as well as the statistical analysis required for psychometric assessment. Prerequisites: MGMT 400, MGMT 505 and completion of all core courses or concurrent registration in final core courses. Normally students take MGMT 511 before MGMT 512. 3 semester credits

MANAGEMENT 520
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. 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. Prerequisite: Admission to graduate studies. 3 semester credits

MANAGEMENT 525
Counseling
The course surveys counseling theory, counseling strategies, and appraisal procedures. The purpose is to enable the human resources manager to identify potential employee problems such as addiction, mid-life issues, and psychological disorders. This training will facilitate the ability of the manager to refer employees for professional counseling and intervention. There will also be emphasis on resolving workplace interpersonal conflicts. Prerequisite: MGMT 505 and completion of all required Human Resources Management Major courses or concurrent registration in final required major courses. 3 semester credits

MANAGEMENT 534
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 credits

MANAGEMENT 535
Fin & Acct Non-Fin Mgrs
3 semester credits

MANAGEMENT 539
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. Prerequisites: MGMT-400, ACCT-400, FIN-400, ECON-400. 3 semester hours

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 548
Business Intelligence & Decision Support Systems
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. This course is based on current and emerging best practices and principles. Project Management certification requirements and real world case studies are discussed.
3 semester credits

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.
3 semester credits

MANAGEMENT 565
Foundations of Product 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 product 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 credits

MANAGEMENT 568
Technical Concepts for Analytics
3 semester credits

MANAGEMENT 582
Business Planning
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. This course includes 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.
3 semester credits

MANAGEMENT 585
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. If ideas are worthy, teams may work with the University’s C-Tech IncUBator to actually commercialize their products. Students are strongly encouraged to find a sponsor to actually commercialize their product ideas. Prerequisite: MBA students must have completed all foundation level courses and have advisor approval.
3 semester credits

MANAGEMENT 590
Intellectual Property Management
3 semester credits

Marketing

MARKETING 400
Marketing
The course will explore 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 the marketing discipline will be taught through text, case, articles and class discussion. Mastery of these principles will come through a variety of individual and group assignments to create marketing solutions for real-world products. Prerequisite: Admission to graduate study.
3 semester credits

MARKETING 515
Customer Analysis
This course will take up special topics in customer behavior utilizing knowledge not only from research on consumer behavior but from a variety of disciplines including psychology, sociology and anthropology. The leading models of customer behavior in both industrial and consumer settings will be analyzed. The qualitative and quantitative marketing research tools necessary to understand buyer behavior dynamics in any market will be stressed. Prerequisite: MKTG 400 and completion of all core courses or concurrent registration in final core courses.
3 semester credits

MARKETING 560
Global Market Management
This course analyzes strategy, planning, implementation and control for market entry and development. Topics include social, political and economic changes affecting marketing opportunity; focused versus dispersed marketing opportunity; and developed versus undeveloped countries; and marketing systems required for the various strategic alternatives. The focus will be on creating competitive advantage in the global marketing environment. Prerequisite for Marketing Major: MKTG 400, MKTG 515 and completion of all required Marketing Major courses or concurrent registration in final required Major courses. Prerequisite for International Business Major: MKTG 400 and completion of all core courses or concurrent registration in final core courses.
3 semester credits
MARKETING 505
Marketing Research
This course introduces students to the essentials of marketing and brand management at the graduate level. Students will learn concepts and frameworks from the marketing and branding literatures, such as the definition of marketing and the concept of Customer-Based Brand Equity (CBBE).
3 semester credits

MARKETING 535
Electronic and Mobile Business
The goal of this course is to prepare current and future executives, managers, and strategists to be leaders and create value in the New Economy – to gain understanding and insight on how the functions of management and marketing in the New Economy have changed as well as how new technology and media 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 is 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

Mathematics

MATHEMATICS 401
Advanced Analysis for Scientists and Engineers I
3 semester hours

MATHEMATICS 402
Advanced Analysis for Scientists and Engineers II
Functions of a complex variable, conformal mapping, Laurent Series, residues and contour integration. Prerequisites: Math 214, Math 215, and Math 301.
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: Math 215 (Calculus and Analytic Geometry III) or equivalent.
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-Stieltjes 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 • Mechanical Engineering

MATHMATICS 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

MATHMATICS 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

MATHMATICS 453
Modern Algebra I
Groups, rings, fields, ideals, polynomials. Prerequisite: Math 391 (Modern Algebra) or equivalent.
3 semester hours

MATHMATICS 454
Modern Algebra II
Continuation of Math 453. Modules, field extensions, Galois theory, real fields, special topics. Prerequisite: Math 453.
3 semester hours

MATHMATICS 480
Selected Topics in Mathematics
Topics of mathematics not covered in other courses. The course may be repeated as long as topical focus changes. Prerequisite: Completion of at least 24 credits in mathematics or permission of instructor.
3 semester hours

Mechanical Engineering

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.
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; vorcity 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.
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.
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.
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.
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.
3 semester hours

MECHANICAL ENGINEERING 425
Machinery and Mechanical System Design
This course focuses on the process of devel-
Mechanical Engineering

Designing 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.

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.

3 semester hours

MECHANICAL ENGINEERING 431
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.

3 semester hours

MECHANICAL ENGINEERING 432
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. Isoparametric 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.

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.
3 semester hours

MECHANICAL ENGINEERING 456
Mechanics of Composite Materials
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.
3 semester hours

MECHANICAL ENGINEERING 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.
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.
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.
3 semester hours

MECHANICAL ENGINEERING 464
Thermal Renewable Energy System
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. This course also will dedicate upon the environmental consequences of energy conversion through the US standards and codes.
3 semester hours

MECHANICAL ENGINEERING 467
Introduction to Mechatronics
This course covers development of Mechatronics theory and application to intelligent systems dependent upon the integrated disciplines of mechanical, electronic, computer and software engineering. The course examines the following: mechatronics system design, sensors and transducers, actuating devices, signals systems and controls, real-time interfacing, hardware components and software with applications in mechatronics.
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.
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.
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.
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 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 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.

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-applications 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.

3 semester hours

MECHANICAL ENGINEERING 530 (MEEG 530/TMEG 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.

3 semester hours

MECHANICAL ENGINEERING 538

Manufacturing and Service Engineering

The course covers service industry principles, manufacturing systems, facility layout, Factory Physics, Theory of Constraints, aspects of lean manufacturing, manufacturing for sustainability, and manufacturing safety as well as the management of people in service and manufacturing environments.

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/TMEG 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.

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 561 (MEEG 561/BMEG 561/ ELEG 561)
Instrumental Analysis of Nanomaterials
The course will give an over view 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, when materials are of nanoscopic dimension.
3 semester credits

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 fluidics 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 hours

MECHANICAL ENGINEERING 563
Polymer Nanocomposite
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 materials, nonfouling 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 implementations in biomedical engineering are updated. Artificial red blood and skin substrates, orthopedic biomaterials applications adhesives and sealants, diagnostics, biomedical sensors, extracorporeal artificial organs and ethical issues of biomedical engineering are discussed.
3 semester hours

MECHANICAL ENGINEERING 566 (MEEG 566/BMEG 566)
Physiological Fluid Mechanics
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 including assist and monitoring devices.
3 semester hours

MECHANICAL ENGINEERING 572
Production Technology and Techniques
This course is to 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

MECHANICAL ENGINEERING 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 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

MECHANICAL ENGINEERING 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
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 that the approach 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

MECHANICAL ENGINEERING 577
Lean Manufacturing
This course teaches the core methods and philosophy of lean manufacturing. Lean Manufacturing is historically based on the Topo Production System used to significantly reduce the time, increase the reliability and reduce the cost, space requirements and inventory of a manufacturing environment. Each week a different aspect of the Lean Manufacturing will be
taught. Each week, homework will focus on the implementation of these concepts into the term project designs.

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.
1 credit hour

MECHANICAL ENGINEERING 598
Thesis in Mechanical Engineering
Lecture hours, semester hours and topics to be arranged.
3-6 semester hours

MECHANICAL ENGINEERING 599
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
resident teaching in two schools under the supervision of a cooperating teacher and a University supervisor.
6 semester hours
MUSIC EDUCATION 599
Independent Study
Specialized advanced projects in subjects not covered by course offerings. Conferences with designated independent study advisor. Permission of program director required.
1-3 semester hours

Music Education • Naturopathic Medicine

Basic Sciences

BASIC SCIENCES 511
Anatomy I
This course provides an in depth study of the microscopic 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 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 laboratory to apply 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 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, and assigned reading.
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

BASICS 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.
1.5 semester credits

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
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 521
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, nutraceutical supplementation therapy, and therapeutic diet prescriptions are covered. Prerequisite: NBM 521
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: NBM 621, NBM 625
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: NBM 511
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. 1 laboratory hour; 0.5 semester credit

CLINICAL SCIENCES 611

Introduction to Pathology
The pathology I lecture/lab series introduces the student to the fundamental basis of disease by studying pathophysiology on both cellular and genetic scales. Such studies include cell death and adaptation, inflammation, tissue regeneration and fibrosis, hemodynamic disorders, neoplasia, genetic diseases, and infectious disease. Each pathophysiologic process studied is placed in a clinical context by reviewing associated physical, radiographic, gross, and microscopic findings. Laboratory exercises require the student to apply information acquired in lecture to various clinical scenarios that are more frequently encountered in practice. The course concludes with the beginning of the study of diseases by organ system. Prerequisites: NBM 511, NBM 513, NBM 514, NBM 515, NBM 521, NBM 522, NBM 524, NBM 525, NBM 526
4 lecture hours, 1 laboratory hour; 4.5 semester credits

CLINICAL SCIENCES 612

Clinical, Physical and Laboratory Diagnosis I
This course applies the knowledge of pathology, physical exam, and laboratory testing to develop the skills necessary to determine appropriate diagnoses for patients manifesting the signs and symptoms of disease. The material is covered for each organ system with an emphasis on the integration of information from multiple systems. Prerequisites: NBM 511, NBM 513, NBM 514, NBM 515, NBM 521, NBM 522, NBM 524, NBM 525, NBM 526
6 lecture hours, 6 semester credits

CLINICAL SCIENCES 612L

Physical Examination Lab I
This lab course focuses on the development of physical examination skills, including the competent use of medical instrumentation. Students become proficient in the comprehensive examination of each body system, including relevant specialized tests. Students develop medical reasoning and decision-making skills as they learn to differentiate between normal and abnormal physical findings and begin to assess which diagnostic procedures are appropriate based on the patient’s history and medical concerns. This course is offered in conjunction with other courses in laboratory and clinical diagnosis, creating a solid foundation for the development of clinical judgment.
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 psychoneuroimmunology 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 radiographic 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 multiorgan 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 624
Environmental Medicine II
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

Lab Fee. Co-requisite NCS 621
2 laboratory hours; 1 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.
1 lecture hour; 1 laboratory hours 1.5 semester credits

CLINICAL SCIENCES 717
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 723
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUP 621</td>
<td>Introduction to Biochemical Individuality</td>
<td>NCS 621, NCS 622</td>
<td>3 lecture hours; 3 semester credits</td>
</tr>
<tr>
<td>NUP 712</td>
<td>Generative Medicine I (Elective)</td>
<td>NCS 621, NCS 622</td>
<td>2 lecture hours; 2 semester credits</td>
</tr>
<tr>
<td>NUP 721</td>
<td>Pediatrics</td>
<td>NCS 621, NCS 622</td>
<td>2 lecture hours; 2 semester credits</td>
</tr>
<tr>
<td>NUP 722</td>
<td>Cardiology</td>
<td>NCS 621, NCS 622</td>
<td>2 lecture hours; 2 semester credits</td>
</tr>
<tr>
<td>NUP 725L</td>
<td>Gynecology Lab</td>
<td>NNP 714</td>
<td>1 laboratory hour; 0.5 semester credit</td>
</tr>
<tr>
<td>NUP 811</td>
<td>Eye, Ear, Nose and Throat</td>
<td>NBS 526, NCS 621, NCS 622</td>
<td>0.5 lecture hour; 0.5 laboratory hour; 0.75 semester credit</td>
</tr>
<tr>
<td>NUP 812</td>
<td>Endocrinology</td>
<td>NCS 621, NCS 622</td>
<td>1 lecture hour; 1 semester credit</td>
</tr>
<tr>
<td>NUP 813</td>
<td>Neurology</td>
<td>NCS 621, NCS 622</td>
<td>1.5 lecture hours; 1.5 semester credits</td>
</tr>
<tr>
<td>NUP 814</td>
<td>Urology/Proctology</td>
<td>NCS 621, NCS 622</td>
<td>1 lecture hour; 1 semester credit</td>
</tr>
<tr>
<td>NUP 821</td>
<td>Geriatrics</td>
<td>NCS 621, NCS 622</td>
<td>1 lecture hour; 1 semester credit</td>
</tr>
</tbody>
</table>
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 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 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 722

Philosophy of Naturopathic Medicine II

Nature acts 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 513. 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 important to the new venture and the finances of its creator, competitive positioning, branding and imaging, stationery, marketing, protecting intellectual property, the legal entity structure, the website development components and cost, insurance, labor and sales and use tax along with basic HR requirements. The class will learn 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. 3 lecture hours; 3 semester credits

PRINCIPLES AND PRACTICE 821

Medical Jurisprudence

The course covers the basics of law as it applies to medical practice, informed consent, confidentiality, and professional liability. Naturopathic practice in licensed and unlicensed states will be discussed, as well as an in depth review of the practice act in Connecticut. The ethical practice of naturopathic medicine will also be discussed. Prerequisites: NCS 621, NCS 622, NCS 623. 0.5 lecture hour; 0.5 semester credit

PRINCIPLES AND PRACTICE 822

Practice Management II

This course introduces the student to the business procedures and practice used in the successful operating of a naturopathic practice. Prerequisite: NPP 711. 2 lecture hours; 2 semester credits

PRINCIPLES AND PRACTICE 823

Applied Medical Ethics

Medical ethics with an emphasis on the unique problems faced by the naturopathic physician. Topics include patient autonomy and choice, selection of appropriate therapies, and coordination of patient care with practitioners from other disciplines. Learning strategies include lecture, discussion, group work, assigned reading, and written reflection. Prerequisites: NPP 513, completion of basic science classes and passed Clinic Promotion Exam. 0.5 lecture hour; 0.5 credit

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 keynote 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

HOMEOPATHIC MEDICINE 821

Homeopathy IV (Elective)

In this seminar-style course, students develop a deeper understanding of homeopathic case-taking, analysis, prescribing and long-term case management strategies. Casework using video recordings, group discussions and computer repertorizations are employed to deepen the student’s understanding of case analysis and management of chronic states. Students prepare to incorporate classical homeopathic treatment into their private practices. Prerequisites: NHM 621, NHM 711, NHM 721

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

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 water, heat, 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

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 hour; 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 hour; 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. In-depth 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 experimental 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

NATUROPATHIC MEDICINE 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

NATUROPATHIC MEDICINE 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

NATUROPATHIC MEDICINE 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

NATUROPATHIC MEDICINE 821
Practicum in IV Therapy (Elective)
The student will learn the indications and contraindications for various IV therapies in the 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 MEDICINE 861
Externship (Elective)
Students gain hands-on clinical experience in working with patients under the supervision of a naturopathic physician outside of UB Clin-
ics. 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.

### Types of Clinical Rotations Offered

#### 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 primarily through observation and are given limited responsibility in the clinical setting during the fall semester. Performance objectives are focused on basic clinical procedures. In the spring semester of their third year, Secondary Student Clinicians continue the clinical training begun in the fall, which includes the ongoing development of clinical skills and case management under the supervision of licensed physicians. Students gradually assume increased responsibility.

#### 800-LEVEL CLINICAL ROTATIONS

As Primary Student Clinicians, students assume the role of primary care giver under the direct supervision of a licensed physician. Physical examination, diagnostic assessment, and treatment skills are honed while specific performance objectives of clinical training are met. In this final semester of clinical training, students examine, diagnose, and treat patients in preparation for providing primary care as a naturopathic physician.

### CLINICAL EDUCATION 700/800  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 701/801  Pediatrics

Students perform physical exams, diagnostic assessments and develop treatment programs for pediatric patients under the supervision of licensed health care providers, integrating biomedical science with natural therapeutics.

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’ healthcare 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 705/805  Mind-Body Medicine

Under the supervision of licensed health care providers, students develop trust, set appropriate boundaries, and using counseling tools, they work with patients by addressing their social and emotional concerns.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 706/806  Physical Medicine

Students perform physical exams, diagnostic assessments, and develop and apply treatment approaches using a variety of therapeutic tools for patients with musculoskeletal concerns.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 707/807  Homeopathy

Students gain practical experience working with patients and using repertorization software and texts, homeopathic Materia Medica, and practical application for individuals with acute, chronic, and constitutional concerns.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 708/808  Community Medicine

Students perform physical exams, diagnostic assessments, and develop and apply treatment approaches in a variety of community settings.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 709/809  Women’s Health

Students perform physical exams, diagnostic assessments and develop and apply treatment approaches directed at health concerns related to women’s health.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 714  Clinic Mentoring

Supervising Clinicians model the process of case-taking and management as students develop physical exam and diagnostic assessment skills, as well as treatment approaches through their increasingly active participation in the patient visit.

72 clinic hours, 2 semester credits

### CLINICAL EDUCATION 888  Integrative Medicine

This rotation is a collaborative effort of the College of Naturopathic Medicine, the College of Chiropractic, the Acupuncture Institute, and the Fones School of Dental Hygiene. The focus of this rotation is on prevention and improving patients’ health globally. Students supervise Supervisors from all four schools interview the patient and write case study reports after each encounter, with the inclusion of evidence-informed clinical practice information in the global assessment.

72 clinic hours, 2 semester credits

### Nutrition

#### Nutritional Science

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.

560A  Pathophysioiogic Basis of Metabolic Disease
Nutrition

560B Biochemistry of Nutrition
560C Vitamins and Minerals
560E Assessment of Nutritional Status
560D Clinical Biochemistry
560G Lifelong Healing with Food
560H Developmental Nutrition
560I Functional Medicine Nutrition
560F Nutritional Therapeutics
560M Evidence Based Nutrition
560K Virtual Clinic
560P Botanical Medicine

NUTRITION 560A
Path physiological Basis of Metabolic Disease
A study of the underlying mechanisms of disease and the complex interrelationships between critical systems including respiratory, urinary, cardiovascular, digestive, nervous and endocrine. Lectures will include fluid and electrolyte imbalances, acid and base imbalances, inflammation, hypersensitivity, infection, necrosis, and neoplasms. The influence of various nutrients on systemic function will be stressed. Prerequisite: Anatomy & Physiology I, II, NUTR 560A, 560B, 560C, 560D, 560E, 560F, 560G, 560H, 560I, 560J, 560M, 560P.
4 semester hours
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 560A 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 560F
Nutritional Therapeutics
This course will include an understanding of the mechanism of action of various nutritional interventions, as well as the role it can play in helping to restore wellness. Students will become familiar with common pharmaceutical treatments, and become aware of possible drug-nutrient interactions, as well as drug-induced nutrient depletions. Students will learn how to incorporate nutrition in a complimentary role with conventional treatments. This course will emphasize the importance of incorporating evidence based medicine into nutritional therapeutic decisions. Prerequisites Nutr 560A,B,C,D,E,G,H I.
4 semester hours

NUTRITION 560M
Evidence Based Nutrition (Must be taken in online format)
The course describes the analytical approaches for searching and interpreting clinical research data reported in the literature using evidence based practice with emphasis on the application of those data in clinical practice. Biological variation, experimental design, data and fact differences, matching analysis to design, integrity in analysis, and bias in design and analysis are considered in detail. Prerequisites Nutr 560A,B, C,and E
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
Nutrition • Physician Assistant

**Elective Courses**

**NUTRITION 560J**

**Research in Nutrition**
The independent research project is an option in the Human Nutrition program in place of an elective course. The project can take the form of a literature-based study or an original research project. All work must be done by the student. The topic must be approved by the faculty advisor. The project must be completed within one semester following the completion of the core curriculum.

**3 semester hours**

**NUTRITION 560L**

**Nutrition and Exercise**
An instructional class for nutritionists detailing 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 560Q**

**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 560T 560Q and 560L

**3 semester hours**

**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 565
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, development, 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 (prenatal, 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. This course 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 women'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 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, through 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 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 quantitative 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 675
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 466
Foundations of DNA and Biotechnology
This course investigates the nature and origin of the human genome and covers contemporary issues. It also covers issues on the management of scientific data from publicly accessible data sources, and utilizes cloud computing to easily exploit this information. It imparts interdisciplinary knowledge on how to understand, organize, manage, and analyze biomedical data using contemporary cloud computing processing. Learning goals include understanding scientific context and the limits of technology, design of data, and design of data infrastructure to gain flexibility of data access, use and reuse in different contexts. The design of a biomedical data management system relies on in depth knowledge of highly specific context and the design of various data structures concerning the same data to allow access and exploitation of information related to biomedical applications.
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)
Project Management
This course is an advanced course in Project Management. Topics included are planning and pricing, conflict management, time management, cost management, quality management, project related human resources management, communications management, risk management, procurement management and professional responsibility. 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 lecture hours; 3 semester hours
TECHNOLOGY MANAGEMENT 506 (TCMG 506)
Advanced Program and Project Management
This is an advanced course in Project Management. Topics included are planning and pricing, conflict management, time management, cost management, quality management, project-related human resources management, communications management, risk management, procurement management and professional responsibility. 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 505. Can be taken in the same semester with TCMG 505.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 510
Technology Marketing
This course is a pragmatic course focused on contemporary marketing and innovation issues, opportunities and current and emerging industry best practices in helping technology-oriented and engineering organizations grow and achieve sustainable competitive advantages in a complex and rapidly changing global environment. The impact of new technologies, which enable and provide strategic marketing and innovation will also be covered.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 512 (TCMG 512/MGMT 590)
Intellectual Property
Protection of a business' intellectual property assets can make the difference between success and failure. 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.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 514
Found Info Security Mgt
This course is designed to teach students how to engage all functional levels within the enterprise to deliver information system security. The course addresses a range of topics, each of which is vital to securing the modern enterprise. These topics include plans and policies, enterprise roles, security metrics, risk & threat management, standards and regulations, physical security, business continuity, certifications, security technology, applications and careers in information security. Effective information security management at the enterprise level requires planning, broad participation and practice. The ability to secure information in large or small organizations is growing challenge on a global basis.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 515
Cyber Security Forensic Analysis & Invst
This course introduces students to the fundamental principles and topics of cyber security forensic analysis and investigations. Students learn critical forensic principals, methodology and tools that enable them to plan, develop and perform investigations and analysis. The course addresses hardware, software, wireless devices, processes, communications, applications, policies, procedures and legal implications to help identify incidents and intrusions. Law enforcement, systems and network administrators, attorneys and private investigators and many businesses now rely on the skills of professional cyber security forensic experts to investigate criminal, civil and terrorist activities.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 520 (TCMG 520)
Information Systems Development & Design
A course in 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 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 521
Information Systems and Knowledge Management
The course introduces guiding theories and concepts of knowledge management and its relationship to contemporary workplaces. This course will explore various issues of creating, storing, sharing, and applying knowledge in organizational environments, which will include a review of the role and basic functions of information technology. Successful organizations foster both innovation and efficiency via knowledge. 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 knowledge in real settings across various industries.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 522 (TCMG 523/MGMT 523)
Leadership in Technical Enterprises
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 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 524
Statistical Quality Control Techniques
This course presents Statistical Quality Control techniques used in determining operating quality levels to maintain quality assurance in service and manufacturing industries. Topics covered will include, but not limited to tools for detection and isolation of sources of variation: construction and interpretation of charts for variables and attributes, process control and capability. The course objectives is to develop and operational familiarity with contemporary methods found to be effective: 3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 525 (TCMG 525)
Finance, Accounting and Economics for Engineers
In today’s competitive business world, it is essential for engineers to apply the principles of engineering economics to make rational economic decisions. Students will be exposed to the methods and tools, which are widely used in the financial evaluation and decision-making processes of selecting project alternatives. This course will also provide students 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.
3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 526 (TCMG 526)
Decision Analysis in Technology Management
Technology Management

The purpose of this course is to develop a conceptual framework for assisting in the making and assessment of socio-technological decisions in the management of technology. Heuristics, methodologies, and quantitative models will be introduced to address decision-making. Qualification of subjective judgments and the development of hierarchical decision models are included. The course provides insight into making rational decisions where multiple perspectives such as social, technical, economic, environmental, political and legal may impact the decision. Team projects are conducted to apply the concepts.

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.

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.

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, Kano, 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.

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/MEEG 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.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 537 Technical Communication for Engineers
This course is designed to improve oral and written methods of communication related to technology, engineering, and science. Common forms of professional technical communication (e.g. emails, memoranda, white papers, standard operating procedures, customer presentations, and technical brochures) as well as more advanced technical communication (e.g. posters, patents, research articles, academic presentations, books, dissertations, engineering drawings, Bills of Materials, technical standards, and engineering specifications) are emphasized. Course topics will review vocabulary, grammar, writing, reading comprehension, speaking and presentation skills to help students succeed in graduate level studies while also gaining necessary job-related skills.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 538 Manufacturing and Serv Eng
The course covers service industry principles, manufacturing systems, facility layout, Factory Physics, Theory of Constraints, aspects of lean manufacturing, manufacturing for sustainability, and manufacturing safety as well as the management of people in service and manufacturing environments.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 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 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 546 (TCMG 540/MEEG 540) Engineering Economics
This 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.

3 semester hours

TECHNOLOGY MANAGEMENT 549 Bus Intelligence & Decision Support Syst
3 semester hours

TECHNOLOGY MANAGEMENT 555 Contemp Prob Tech Mgmt
3 semester hours

TECHNOLOGY MANAGEMENT 558 (TCMG 558) Biotechnology & Entrepreneurship
This course covers theory and practice of bio-entrepreneurship. It explores the transformative and disruptive nature of scientific discoveries and the innovative and entrepreneurial process for turning knowledge into profitable business. Students are required to develop and communicate in-depth knowledge on the evolution of the biotechnology industry and the behavior of entrepreneurial biotechnology firms to build core competencies and acquire funding. Individual and team projects and case studies are integrated into the course.

3 lecture hours; 3 semester hours
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.

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.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 568
Intro to SQL and R for Data Science

This course teaches Structured Query Language (SQL) and R programming languages. SQL is used by database administrators, data analysts, business intelligence specialists for setting up and running analytical queries. R Programming language is used for data analysis and visualization. The is designed to provide a comprehensive overview and step-by-step instructions on SQL. In this course, students will learn how to create and design tables, manipulate data and run reports, and create programs such as stored procedures, functions and triggers. More advanced concepts such as cursors will also be covered. Oracle database techniques applicable to other popular SQL engines including Microsoft SQL Server and MySQL.

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.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 572 (TCMG 572/MEEG 572)
Production Technology and Techniques

This course will introduce up-to-date technologies and 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.

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.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 575
Introduction to Big Data & Data Science for Technology Management

This course introduces the concepts of big data, data science, and data analysis. These concepts are applied to applications and services. Because large amounts of data can best be understood in graphic or pictorial format, data visualization is also introduced. Since data science inherently involves statistical analysis a few basic constructs such as cluster and regression analyses will be part of this course. These statistical concepts will be strengthened with exercises using R. R is an open source programming language and software environment for statistical computing and graphics analysis. An R package, Shiny, is applied for interactive web applications. Python is also introduced for comparison with R. Case studies will focus on information and communications technologies for sustainable development.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 577
Lean Manufacturing

This course teaches the core methods and philosophy of lean manufacturing. Lean Manufacturing is historically based on the Topoto Production System used to significantly reduce the time, increase the reliability and reduce the cost, space requirements and inventory of a manufacturing environment. Each week a different aspect of the Lean Manufacturing will be taught. Each week, homework will focus on the implementation of these concepts into the term project designs.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 578
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. Each week a different aspect of the Six Sigma will be taught. Each week, homework will focus on the implementation of these concepts into term project designs.

3 lecture hours; 3 semester hours

TECHNOLOGY MANAGEMENT 580
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. If ideas are worthy, teams may work with the University's CEnter Incubator to actually commercialize their products. Students are strongly encouraged to find a sponsor to actually commercial-
ize their product ideas.

3 lecture hours; 3 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 students apply the knowledge and skills they have learned throughout their TM course of studies with their business and technology experiences from a multi-disciplinary perspective. The Strategic management process represents the full set of organizational policies, plans, practices, commitments, decisions, governance mechanisms and actions required for a firm to develop a vision and a compelling business plan and execute the plan to achieve competitive competitiveness, earn above-average returns and sustain growth. The course will develop and integrate knowledge of the strategic management process, frameworks and tools, including strategy development, formulation and deployment, while embracing and managing rapid and constant change and minimizing business disruption.

3-6 semester hours

TECHNOLOGY MANAGEMENT 597
Master’s Project
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. 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: TCGM 505, 525 and 524; minimum grade C.

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 620
Strategic Management of Technology and Innovation
This course presents a coherent process for the formulation, implementation, and assessment of technology strategy. This includes the technology life cycle of initiation, growth, maturation, and decline of business innovation. Technology management and innovation are studied within a strategic management perspective. Methods of technology planning, aligning technology with business strategy for competitive advantage, and strategic management for use in organizations that use a broad range of technologies are discussed. Strategies for commercializing products and services, new technology adoption, process innovation and business/technology transformation are included.

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 offering (IPO).

3 semester hours

TECHNOLOGY MANAGEMENT 694
Written/Oral Comprehensive Exam
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 702
Explorations in Research Methodologies
This course exposes students to a wide variety of research approaches across many disciplines. Explores the processes and problems of designing and conducting various kinds of research. Develops skill in evaluating TM research. Through a series of guest researchers, enables students to discuss research process and publication issues with experts. Explores the non-statistical issues in research planning and execution. Develops understanding and skill in the scientific approach, problem definition, hypothesis development, research design and methodology planning.

3 semester hours

TECHNOLOGY MANAGEMENT 704
Research, Design, Data Analysis and Measurement
The major objective of this course is to provide beginning doctoral students with an understanding of the central issues and choices in research design. The course is designed to prepare students to design and conduct research studies. Emphasis will be placed on how to think about research problems, what are appropriate methods to approach such problems, and what are the related issues in

350
the choice of research methodology. Students will be introduced a broad array of data collection methods that are used in social science research. 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 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.
Minimum of 15 semester hours

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
Learning to solve actual strategic management problems.

### 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.

**Bioengineering 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

**Medical Machines**

This course provides a very good introduction to 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 and order, 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 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 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**

The 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. Deliverrables 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

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

3 semester hours

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 syntheses and their use in devise 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

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, bionanocomposites 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 textiles, nanofibers and films in biomedical engineering by electrostatic spinning, bio-inspired materials through layer by layer (LBL) assembly and biogels and advanced instrumentation 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

3 semester hours

BIOMEDICAL ENGINEERING 567 (BMEG/MEEG 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

BIOMEDICAL ENGINEERING 580 (BMEG 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 role of mechanical and chemical material and cell interactions 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 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

Information Analytics, Technology and Decision Support Systems

It is assumed that individuals taking this focus area will have the appropriate academic and business/industrial/STEM 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 and a combination of information technology and computer science courses.

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 new, 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 score 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 rule, 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, Associations, and Correlations, Classification and Prediction, Cluster Analysis, Mining Stream, Time-Series, and Sequence Data, Graph Mining, Mining Spatial, Multimedia, Text and Web Data and 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 webs. 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 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, Kano, ITIL, 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
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 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**
Technological Management Doctoral Seminars • Traditional Chinese Medicine

Technology Management / Mechanical Engineering 574 (MEES/TCMD 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 (MEG 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/MEEG 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

Traditional Chinese Medicine

Acupuncture Practice and Techniques (APT):

The ten (10) 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 contra-indication 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.

APT 511 Point Location 1
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 and spleen, heart and 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: APT 513 TCM Diagnosis 1, ABS 511 Anatomy 1. 1.5 lecture hours, 1 laboratory hour, 2 semester credits.

APT 523 Point Location 2
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: APT 513 TCM Diagnosis 1, ABS 511 Anatomy 1. 1.5 lecture hours, 1 laboratory hour, 2 semester credits.

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: APT 512 TCM Theory and APT 513 TCM Diagnosis 1. 2 lecture hours, 2 semester credits.

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 HIPAA and OSHA BBP quizzes is required before performing any duties in the UBAI clinic. Prerequisites: none. 0.5 lecture hours, 0.5 semester credits.

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 Administration (OSHA) standards are presented. In addition the student will practice safe and proper needleling, moxibustion, electrical stimulation and cupping techniques. Allopathic treatments along with natural remedies for common complications of acupuncture and related therapies are discussed. CPR certification in emergency procedures is achieved. Prerequisites: none. 1 lecture hours, 1 lab hour, 1.5 semester credits.

APT 614 Acupuncture Techniques 1
This course covers the basic principles of acupuncture treatment for diseases involved with different pathogenic factors, tissues and organs. Special point selection based on Root-Branch, Origin-End, Path of Qi, Five Element and Eight
Traditional Chinese Medicine

Parameter diagnoses are covered. Indications and contraindications of moxibustion, scalp acupuncture and electrical acupuncture stimulation are covered. Prerequisites: APT 511 and APT 523: Point Location I and II.

2 lecture hours, 2 laboratory hours, 3 semester credits.

APT 625
Acupuncture Techniques 2
This course covers functions, indications and needling methods of the Well, Spring, Stream, River, Sea, Source, Luo, Xicleft, Back Shu, Front Mu and Lower He-Sea, Eight Influential, Eight Confluent and important crossing points. Continuing practice in needling, moxibustion and cupping techniques is included. In addition, the prevention and treatment of acupuncture complications is covered. Prerequisite: APT 614 Techniques I.

1 lecture hour, 1 semester credit.

APT 626
Auricular & Scalp Acupuncture
This course introduces the student to various forms of microsystem acupuncture, focusing on auricular and scalp systems. The student learns the respective maps of the scalp and ear, clinical applications and treatment strategies. Corequisite/Prerequisite: APT 614 Acupuncture Techniques I.

1 lecture hour, 1 semester credit.

APT 718
Pediatric Acupuncture
The special diagnostic and treatment skills required for the treatment of patients less than 12 years of age are discussed. The balance of safety for the patient and treatment efficacy is emphasized. Prerequisite: ATD 524.

1 lecture hour, 1 semester credit.

APT 637
Japanese 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.

Asian Medicine Theory, Diagnosis and Application (ATD):

The thirteen (13) traditional Chinese medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual framework of Chinese medicine and how acupuncture and related treatments specifically affect the body within the TCM treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

APT 511
TCM History and Philosophy
The student studies the different eras of Chinese history and the effects on Traditional Chinese 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.

ATD 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. Co/Pre-requisites: Anatomy and Physiology.

2 lecture hours, 2 semester credits.

ATD 513
TCM Diagnosis 1
The basic theory and characteristics of the pathogenesis and pathogenic factors are covered including the seven emotions, disharmony of Yin and Yang, abnormalities in Qi, Blood, Spirit, Essence and Bodily fluids, and organ (zang-fu) disharmonies are covered. Techniques in inquiry, palpation, tongue and pulse diagnosis are covered. Diagnoses incorporating the eight parameters as well as root and stem concepts are covered for each of the twelve zang-fu. Prerequisite/Co-requisite: ADT 512 TCM Medical Theory.

2 lecture hours, 2 semester credits.

ATD 524
TCM Diagnosis 2
This course will provide the student with further understanding of Traditional Chinese Medicine diagnosis, expanding on concepts from TCM Diagnosis 1. Traditional Chinese Medicine organ diagnoses, eight principle and febrile disease diagnoses will be stressed. In addition, treatment principles and acupuncture treatments based on these diagnostic systems will be explored. Differential diagnoses of common disease entities will be explored. Students will also continue to practice pulse and tongue diagnosis. Prerequisite: ADT 513 TCM Diagnosis 1.

2 lecture hours, 2 semester credits.

ATD 526
Seminar 1
This course will help the student to negotiate their first year in the Acupuncture program. The student will be guided through overviews of Chinese Medicine as preparation for integrating material from the entire curriculum. The student will review and update Chinese Medical terminology as well as the range of resources and the different perspectives on this terminology and the concepts contained therein. Diagnostic practical skills such as pulse and tongue diagnosis will be reviewed in a practical group setting. In addition the student will apply concepts of information literacy and its use case studies. Prerequisites: none.

1 lecture hours, 1 semester credits

ATD 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 hours, 1 semester credits

ATD 618
Seminar 3
This course will help the student gain a deeper understanding of case study skills necessary to become a TCM clinical practitioner. 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 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.

ATD 720
Case Studies 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 adjunctive modality prescriptions to help the patient achieve health. Prerequisite: ATD 529 Seminar 2.

1 lecture hour, 1 semester credit.

ATD 725
TCM Internal Medicine

This course focuses on 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.

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 education are used to increase both depth and breadth of skill. Prerequisite: ATD 524: TCM Diagnosis 2

1 lecture hour, 1 semester credit.

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 and chronic pain, which are frequent chief complaints in the TCM clinical setting. Prerequisite: ATD 529 Seminar 2.

1 lecture hour, 1 semester credit.

ATD 728
Case Studies 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 adjunctive modality prescriptions to help the patient achieve health. Prerequisite: ATD 529 Seminar 2.

1 lecture hour, 1 semester credit.

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: ATD 524: TCM Diagnosis 2.

1 lecture hour, 1 semester credit.

ATD 742
TCM Geriatrics

This course is designed to familiarize the student with TCM diagnosis and acupuncture treatments that apply to elderly patients. Special emphasis is placed on understanding the physiological changes that affect the health of the elderly from both a TCM and biomedical perspective. Acupuncture and herbal treatments, their indications and contraindications will be discussed. Prerequisites: ADT 524 TCM Diagnosis 2, ATD 728 Case Studies 2, ACH 635 CH Formulae 1. 1 lecture hour, 1 semester credit.

Western Biomedicine (AWB)

The fifteen (15) 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.
Traditional Chinese Medicine

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. Prerequisite: AWB 523 Pharmacology 1.
2 lecture hours, 2 semester credits.

AWB 621
Medical Ethics
This course is designed to provide the student with a basic understanding of the ethical issues surrounding practice in any medical field. Upon completion of this course, the student will be able to identify concepts of medical and professional ethics as they apply to the practice of health care. Prerequisites: none
1 lecture credit, 1 semester credit.

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.

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.

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 521, ABS 515, ABS 252.
3 Lecture hours, 2 lab hours, 4 semester credits.

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.

ACS 613
Lab Diagnosis 1
This course introduces the student to the appropriate use and interpretation of laboratory tests. Prerequisites: ABS 521 and ABS 525.
2 lecture hours, 2 semester credits.

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 Diagnosis 1, Lab Diagnosis 1.

ANT 521
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.

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). Prerequisite: ACS 612 Clinical Diagnosis 1.

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.

ACH 511
Chinese Formula 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: ATD 524 TCM Diagnosis 2.
2 lecture credits, 36 hours.

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 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 2.
2 lecture credits, 36 hours.

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 Phlegm and Stop Cough, Aromatic Herbs that 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. Co/Prerequisites: ACH 512 Chinese Formulae and Constituents 2.

2 lecture credits, 36 hours.

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 Tonify (Yang and Yin), Stabilize and Bind, Calm Shen, Aromatic Substances to Open Orifices, Extinguish Wind and Stop Tremors, Expel Parasites, External Applications 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. Co/Prerequisites: ACH 512 Chinese Formulae and Constituents 2.

2 lecture credits, 36 hours.

ACH 617
Chinese Formulae 3
This course will be a continuation and amplification of the previous herbal curriculum with an emphasis on herbal formulae. The student will explore at least 80 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Stabilize and Bind, Calm the Spirit, Open the Sensory Orifices, Regulate Qi, Regulate Blood, Expel Wind, Treat Dryness, Expel Dampness, Dispel Phlegm, Reduce Food Stagnation, Expel Parasites, Treat Abscesses and Sores, and for External Application. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulae as a prelude to formula modification according to clinical presentation. Prerequisites: ACH 617, ACH 619.

2 lecture credits, 36 hours.

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 formulae. The student will examine previously studied herbs and formula from previous courses with special attention to clinical application and formula modification according to clinical presentation. Prerequisites: ACH 617, ACH 619.

2 lecture credits, 36 hours.

ACH 635
CH Formulæ 1
This course will be a continuation and amplification of the previous herbal curriculum (ACH 511, ACH 512, ACH 523, ACH 524) with an emphasis on herbal formulae. The student will explore at least 30 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Release the Exterior, Clear Heat, and Drain Downward. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition the student will explore the traditional structure of herbal formulae as a prelude to formula modification according to clinical presentation. Prerequisites: ACH 611, ACH 512.

2 lecture credits, 36 hours.

ACH 636
Chinese Formulae 2
This course will be a continuation and amplification of the previous herbal curriculum (ACH 511, ACH 512, ACH 523, ACH 524) with an emphasis on herbal formulae. The student will explore at least 30 formulae including reiterating and expanding content from previous courses. This course will focus on formulae that Harmonize, Dispel Summerheat, Warm Interior Cold, Release Exterior-Interior Excess, and Tonify. The student will learn the name, actions, indications, cautions and contraindications of the classical base formulae according to the traditional categorization based on treatment principles. In addition, the student will explore the traditional structure of herbal formulae as a prelude to formula modification (general, assistant, etc.). Prerequisites: ACH 511, ACH 512, ACH 523, ACH 524.

2 lecture credits, 36 hours.

ACH 641
CH Special Topics
This course will explore special topics in TCM herbal medicine. These will include but not be limited to dui yao (herb combinations and modules), external applications, pediatrics, classical formulae from seminal texts. Content will also reflect the availability of special guest lecturers. A capstone project is required for completion of the course. Prerequisites: ACH 619.

2 lecture credits, 36 hours.

Herbal Medicine Survey (AHM)

The seven (7) 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 Bio- medicine: ANT 521 Nutrition.)

AHM 634
Dispensary Management
This course will develop knowledge and skills related to TCM dispensary management. Students will learn how to support the clinical and health promotion work of the peripheral dispensary by keeping all needed support systems running well. Prerequisites: none.

1 lecture credit, 18 hours.
**Traditional Chinese Medicine**

**AHM 635  Pharmacognosy and Pharmacology of Chinese Herbs**
Chinese material medical are often prescribed in complex formulae. Understanding the chemistry, interactions, extraction methodology, and drug interactions allows AOM 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 Herbal Theories & Triple burner theories.

1 lecture credit, 18 hours.

**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 interaction. Patient safety issues are also addressed. Prerequisite: ATD 513 TCM Diagnosis 1.

1 lecture hours, 1 semester credit. 18 hours

**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 formulae. 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.

**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 covered. Prerequisite: ADT 513 TCM Diagnosis 1.

2 lecture hours, 2 semester credits.

**AHM 521  Botanical Medicine**
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 interactions are considered. Prerequisites: ABS 515, ACS 611.

3 lecture hours, 3 semester credits

**AHM 713  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. Prerequisite: AHM 612: Introduction to Chinese Herbal Remedies.

2 lecture hours, 2 semester credits.

**Movement, Respiration and Bodywork Studies (AMR)**

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, courses in soft tissue treatment techniques are offered.

**AMR 522  Taijiquan 2**
This 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 Tai Ji Chuan 1.

0 lecture hours, 1.5 laboratory hours, 1 semester credit.

**AMR 613  Qigong 1**
This course teaches exercises designed to regulate specific meridians, muscles and joints as well as how to choose, integrate and teach the appropriate exercises in a clinic setting. Prerequisite: AMR 522: Taijiquan 2.

0 lecture hours, 1.5 laboratory hours, 1 semester credit.

**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 Qi Gong 1.

0 lecture hours, 1.5 laboratory hours, 1 semester credit.

**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: ABS 522 Anatomy 2.

1 lecture hour, 2 laboratory hours, 2 semester credits.

**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: ATD 513 TCM Diagnosis 1 and APM 621: Palpation/Massage.

1 lecture hour, 2 laboratory hours, 2 semester credits.
Practitioner to develop the knowledge and skills necessary to further clinical competence and contribute to the body of knowledge in the field during practice after graduation. Prerequisite: AMR 715 Tuina 2

1.5 lecture credits, 0 lab credits, 1.5 credits total.

Preceptorship 1

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.

Preceptorship 2

This is a continuation of ACS 671. 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.

Clinical Services (ACS)

The five (5) acupuncture clinical services courses, four (4) Chinese Herbology clinical services, and four (4) Integrative clinical services (for a total of fifteen – 15 – 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 rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. In addition, four (4) courses offer clinical skills used for patient care and clinical procedures.

Clinical Education 1

Under the supervision of licensed faculty members, the interns start by observing patients for 30 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, 12 laboratory hours, 8 semester credits, 245 clock hours total.

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 rotation is successful completion of the previous clinical rotation. Prerequisite: ACS 631 Clinical Education 1.

0 lecture hours, 12 laboratory hours, 8 semester credits, 215 clock hours total.

Clinical Education 3

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 rotation is successful completion of the previous clinical training rotation. Prerequisite: ACS 712 Clinical Education 2.

0 lecture hours, 12 laboratory hours, 8 semester credits, 220 clock hours total.

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 formulae for patient care. The student will acquire proficiency in TCM diagnostic techniques, as well as in understanding when specific herbs or formulae may not be prescribed based...
Traditional Chinese Medicine

upon possible herb-drug interactions.
0 lecture hours, 4 lab credits, 130 clock hours total.

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.

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, student interns 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. Co-Requisite ACC 632 Chinese Herbal Clinic 2A.
0 lecture hours, 2 lab credits, 65 clock hours total.

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 qi 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.
0 lecture hours, 3 lab credits, 100 clock hours total.

ACS 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 731 Clinical Procedures, ATD 715 TCM Internal Medicine; ACC 611 Chinese Herb Clinic 1. Co-Requisite: ACC 812 Integrated Clinical Education 1.
2 lecture credits, 0 lab credits, 2 credits total.

ACS 812
Integrated Clinical Education 1
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 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. 215 hours; 150 patient visits; at least 90 hours in off-site clinics.

ACS 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. ACC 812 Integrated Clinical Education 1. 215 hours; 150 patient visits; at least 90 hours in off-site clinics.

ACS 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: ACS 811 Grand Rounds 1; Co-Requisite: ACC 814 Integrated Clinical Education 2.
2 lecture credits, 0 lab credits, 2 credits total.

ACS 511
Evidence-Informed Clinical Practice in Acupuncture
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. Application of research to case evaluation will be emphasized. Prerequisite: none.
1 lecture hour; 1 semester credit.

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 641
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: ABS 522 Anatomy 2, ABS 525 Physiology 2.

ACS 731
Clinical Procedures
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.
0.5 lecture credits, 0 lab credits, 0.5 credits total.

ACS 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. Corequisites: ACS 623 Clinical Diagnosis 2, ACS 613 Lab Diagnosis 1.

Clinical Education (ACC)

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 rotations are available in the UBAI on-campus clinic 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.

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 formulae for patient care. The student will acquire proficiency in TCM diagnostic techniques, as well as in understanding when specific herbs or formulae may not be prescribed based upon possible herb-drug interactions. Prerequisite:. 0 lecture hours, 4 lab credits, 130 clock hours total.

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 rotation is successful completion of the previous clinical rotation. Prerequisite: ACC 611 Chinese Herbal Clinic 1. Pre/Co-Requisite ACC 632 Chinese Herbal Clinic 2A.
0 lecture hours, 2 lab credits, 65 clock hours total.

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 qual-

Traditional Chinese Medicine
Faculty
Faculty

Omar Abuzaghleh
Assistant Professor of Engineering and Technology
B.S., The Hashemite University; M.S., Ph.D., University of Bridgeport

Abdelshakour A. Abuzneid
Associate Professor of Computer Science and Engineering
B.S., Yarmouk University, Jordan, 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

*John Almstead
Adjunct Faculty
B.F.A., B.I.D., Rhode Island School of Design

Cynthia Anderson
Assistant Professor Clinical Sciences, School 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

*Elizabeth Armstrong
Assistant Professor of Nursing
B.A., University of Rochester, D.C., National College of Chiropractic

*Beth Atlas-Rubenstein
Adjunct Assistant Professor
B.A., University of Rochester, College of Chiropractic

Michael J. Autouri
Professor of Biology
B.S., M.S., Ph.D., St. John’s University

Christian Bach
Associate Professor of Technology
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

*Leon J. Battista, Jr.
Adjunct Faculty
B.A., State University of New York, M.A., M.Phil., M.S., A.B.D., New School for Social Research

Dave O. Benjamin
Associate Professor of Political Economy
B.A., Carlson 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

*Cheryl Burdette
Adjunct Assistant Professor of Nutrition
B.S., Psychology, University of Alabama; N.D., Bastyr University

Allison E. Buller
Assistant Professor of Counseling
B.S., M.S., University of Louisiana, Ph.D., Western Michigan University

*Robert Brody
Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport

Patricia Buxton
Assistant Professor of Education
B.S., University of Hartford; M.Ed., University of Hartford; Ed.D., University of Hartford

Elena L. Cahill
Senior Lecturer
Director, Ernest C. Trefz School of Business
B.S., JD, 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

*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

*Cheryl Burdette
Adjunct Assistant Professor of Nutrition
B.S., Psychology, University of Alabama; N.D., Bastyr University

*Robert Brody
Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport

Allison E. Buller
Assistant Professor of Counseling
B.S., M.S., University of Louisiana, Ph.D., Western Michigan University

Patricia Buxton
Assistant Professor of Education
B.S., University of Hartford; M.Ed., University of Hartford; Ed.D., University of Hartford

Elena L. Cahill
Senior Lecturer
Director, Ernest C. Trefz School of Business
B.S., JD, 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
Faculty

*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

*Lindsay Chimileski
Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport; M.S.A., University of Bridgeport

*Paul Keles Chludzinski
Adjunct Faculty
B.S., University of Connecticut, M.A., University of Hartford

*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 Chelewinski
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

*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

*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
Director, Graduate School of Education
Director, Mathematics Education
B.A., SUNY Binghamton; M.A., Columbia University, Ph.D., Stanford University

Joyce Cook
State Certification Officer
Chair of Clinical Field Experience Director, Institute for Neuroscience and Education
B.A. University of Maryland, M.A., Hunter, Ph.D., Fordham University

*Holly Cortella
Adjunct Faculty, School of Naturopathic Medicine
Psy.D., Nova Southeastern University; M.S. Nova Southeastern University

*Timothy Crader
Adjunct Faculty
D.B.A., University of Phoenix

*Joan Dahlen
Adjunct Lecturer of English
B.A., Boston College; M.Ed., University of Virginia

Barbara A Davis
Associate Professor of Nutrition
B.S., University of Saint Joseph, M.S. UMASS Amherst, Ph.D. University of Florida

*Maris DeCarli
Assistant Clinical Professor of Dental Hygiene
A.S., B.S., M.S., University of Bridgeport

Ruba S. Deeb
Associate Professor of Biomedical Engineering and Technology Management
B.Sc., Walla Walla College; Ph.D., Portland State University

Nancy K. Dejarnette
Associate Professor of Nutrition
B.S., Minnesota State, Mankato, M.S. Minnesota State, Mankato, Ed.D. Liberty University

*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
M.A. New England School of Art and Design at Suffolk University; B.A. University of New Haven

Alex Discepolo
Visiting Assistant Professor – Accounting
B.S., M.B.A. – University of New Haven, CPA

*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

Deborah Dombroski
Assistant Professor, Nursing
B.S.N., Ohio State University; M.S.N., Pace University; Ph.D., University of Rhode Island

Timothy G. Dorr
Visiting Assistant Professor of Marketing
B.S., University of Oregon; M.B.A., Columbia University; Doctor of Management, University of Phoenix

*Claire Doyle
Adjunct Lecturer of English
A.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

Leroy Dupece
Adjunct Professor
B.S., Delaware State University, M.S. UCONN

James Russell Ebbets
Associate Professor of Clinical Sciences
B.A., Union College; M.S.Ed, Norwich University; D.C., New York Chiropractic College

*Alan Eisenberg
Adjunct Faculty
B.S., New York University, M.B.A., New York University, J.D., Brooklyn Law School

Khaled Elleithy
Professor of Computer Science and Engineering
B.Sc., M.S., Alexandria University; Ph.D., University of Louisiana at Lafayette
Faculty

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; Ph.D., University of Connecticut

Miad Faezipour
Associate Professor of Computer Science and Engineering and Biomedical 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
Adjunct Assistant Professor of Nutrition
B.S., Adelphi University; M.S., Long Island University; M.S., University of Bridgeport

Ellen E. Flynn
Assistant Professor of Education
B.A., M.S. Ed., Monmouth University; Ed.S., Seton Hall University; Ph.D.

*Patrick Fratellone
Adjunct Faculty, School of Naturopathic Medicine
M.D., St. Georges University

*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

*Valeria Garrido-Bisceglia
Adjunct Faculty, School of Naturopathic Medicine
MBA, New York University, Stern School of Business

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., Bystar 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 Gherasimova
Assistant Professor of Physics
B.S., Southern Connecticut State University; M.S., Ph.D., Yale University

*Laurie Giles
Adjunct Faculty
B.S., Springfield College, J.D., Rutgers University, M.Ed., Eastern Nazarene College

*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 Groco
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

Joanne Guo
Assistant Professor of Economics and Finance
B.A., Baruch College; M.A., New York University, Ph.D., City University of New York, NY

*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.

*Emilie Roberts Hannon
Adjunct Assistant Professor of Performing Arts
B.M., The Juilliard School

*Frederick J. Harmon
Adjunct Faculty
B.A., Manhattan College; M.A., University of Pennsylvania; M.B.A., Pace University

*William Harris
Adjunct Assistant Professor of Music
B.M., Ithaca College

Brenda Harrison
Lecturer in Health Sciences
B.S., Kennesaw State University; M.S., Southern Connecticut State University

*David Hart
Adjunct Assistant Professor of Music
B.M., Ithaca College

Harold (Buddy) Hartmann, CPA, CFP
Visiting Assistant Professor in Accounting
B.S. SCSU, M.S.T University of New Haven

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
Faculty

Eleonore M. Herschberger
Senior Lecturer, School 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

Jennifer Holdorf
Clinic Coordinator, School of Naturopathic Medicine
N.D., University of Bridgeport

*Douglas House
Adjunct Assistant Professor of Communication
B.A., Southern Connecticut State University; Union Theological Seminary (Virginia); M.R.E.

Junling Hu
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, School of Naturopathic Medicine
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

Emmott 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

Manyoul 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

*Michael 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
Senior Lecturer
Emerging Markets Finance, International Business
B.S., University of Miami; M.B.A., University of Bridgeport; D.IBM, Nova Southeastern University

*Sherene 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

Thomas Juliusburger
Associate Professor of History and English
B.A., (Hons), M.A., Oxford University

*John Kandalaf
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 Katsifis
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. Kelliker
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. Kendler
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

*Erol Kohli
Adjunct Faculty, School of Naturopathic Medicine
M.D. Michigan State University College of Human Medicine; M.P.H. Dartmouth Medical School

Elif Kongar-Bahtiyar
Professor of Mechanical Engineering and Technology Management
M.S., B.S., Yildiz Technical University; Ph.D., Northeastern University

David W. Kraft
Professor of Mathematics and Physics
B.S., City College of New York; Ph.D., Pennsylvania State University

*Christopher LaCava
Adjunct Assistant Professor of Acupuncture
M.S., TriState College of Acupuncture

*Frank LaRosa
Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport

Emily Larned
Assistant Professor of Graphic Design
B.A., Wesleyan University; M.F.A., Yale School of Art
Faculty

*B. S., University of New York; M.S., New York

Adjunct Assistant Professor of Nutrition
B.S., University of New York; M.S., New York

*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 Sciences, 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

Rosale Lobo

Assistant Professor, Nursing
B.S.N., Long Island University; M.S.N., Hunter College; Ph.D., Walden University

Michael F. Lohle

Senior Lecturer
B.S., Fairfield University; M.B.A., University of Connecticut; Ph.D., Nova Southeastern University

Cheryl L. Lyon

Assistant Professor of Clinical Sciences
A.A., Naugatuck Valley Community Technical College; B.S., University of New Haven; N.D., University of Bridgeport

*Michael Maccarone

B.S., Saint Francis College, M.S., Sacred Heart University

Sally Maglione

Lecturer, Nursing
B.S.N., University of Bridgeport; M.S.N., Sacred Heart University

José M. Mahfoud

Associate Director Clinical Education, School of Naturopathic Medicine
M.D., Universidad Iberoamericana (UNIBE); M.S.Ac., 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

Deborah Margolies

Lecturer, Nursing
B.A., Roanoke College; M.S.N., Pace University

*Frank Marcuccio, III

Adjunct Faculty
B.S., University of Connecticut, M.S., University of Bridgeport

*Barbara Marquett

Adjunct Assistant Professor of Nutrition
B.S., St. Johns University; M.S., University of Bridgeport

Frank A. Martignetti, III

Assistant Professor of Music
B.A., University of Rochester; B.M., Eastman School of Music, M.M., University of Cincinnati College-Conservatory of Music Ph.D., New York University

*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

Melissa Masse

Lecturer, Nursing
B.S.N., Central Connecticut State University; M.S.N., Sacred Heart 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

*Florence McPherson

Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport

Kristin Minihan-Anderson

Assistant Professor of Dental Hygiene
A.S., B.S., University of Bridgeport

*E. 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

Kellyn Misset

Assistant Professor Clinical Services, School of Naturopathic Medicine
N.D., Bastyr University; M.S.Ac., Seattle Institute of Oriental Medicine

*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., Engineering

*Sooh Ho Lee

Adjunct Assistant Professor of Acupuncture
OMD-Samra, University of Health Sciences Keyeng Kee 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
M.B.A., University of New Mexico; D.C., Logan College of Chiropractic

*Alemseged G. Lemma

Adjunct Faculty
M.S., Erasmus University, Erasmus, Netherlands, M.A., Clark University, M.A., Clark University, Ph.D., Clark University

*Ellen Lewis

Adjunct Faculty, School of Naturopathic Medicine
N.D., Naturopathic Obstetrics Certificate, National College of Natural Medicine

Marc B. Lewis, D.B.A.

Assistant Professor of Accounting
B.S., M.B.A., Albertus Magnus College; D.B.A., Wilmington University

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
Faculty

*Judith Moeller
Adjunct Professor of Education
Clinical Resident Teacher Supervisor
B.A., M.A. Kean University
EDL Professional Diploma of Advanced Studies, Southern Connecticut State University

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

*Art Mollengarden
Adjunct Faculty
A.S., Queensborough Community College, B.S., Albertus Magnus College, M.B.A., Albertus Magnus College, D.B.A., Wilmington University

*Tegan Moore
Adjunct Faculty, School of Naturopathic Medicine
N.D., University of Bridgeport

*Eliot Mordkowitz
Adjunct Assistant Professor of Education
B.S., Brooklyn College; M.S., Ph.D., Harvard University

*Deborah Morrill
Lecturer, Nursing
B.S. Public Health Southern Connecticut State University; B.S. Nursing, Southern Connecticut State University; M.S. Nursing Education, University of Hartford

*Tacie Morrill
Adjunct Professor of Nursing
B.S Public Health Southern Connecticut State University, BSN Quinnipiac University, MSN Sacred Heart 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

Illya Mowerman
Visiting Assistant Professor of Business Analytics
B.S., Florida Institute of Technology, M.B.A., University of Miami, Ph.D., University of Rhode Island

George Muls
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-Ennt
Professor of Education
B.A., University of Rhode Island; M.Ed., Colorado State University; Ph.D., University of Minnesota

Gary Munch
Senior Lecturer
B.F.A., University of Oregon; M.S., University of Bridgeport

*Robert Murphy
Adjunct Faculty, School of Naturopathic Medicine
N.D. National College of Naturopathic Medicine, R.N., Dutchess Community College

Louise A. Napoli
Clinical Assistant Professor, School of Naturopathic Medicine
A.S., Nassau Community College; B.A. University of Houston; M.S., N.D., University of Bridgeport

Newsha Nanette Nargaski
Associate Professor of Clinical Sciences
B.Sc., M.Sc., University of Toronto, D.C., Canadian Memorial Chiropractic College

Amy M. Nawrocki
Senior Lecturer
B.A., Sarah Lawrence College; M.F.A., University of Arkansas

Nelson N. Ngoh
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 Faculty
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

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

Donna Oropeal
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

*Kyle Overland
Adjunct Clinical Assistant Professor of Chiropractic
D.C., New York Chiropractic College; Certified Chiropractic Sports Physician

James K. Page
Undergraduate Program Director/Chair – Treffz School of Business
Doctor of Education: Higher Education Leadership and Innovation, Wilmington University

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

Sarosh H. Patel
Assistant Professor of Computer Science and Engineering
B.E., Osmania University, India; M.S., Ph.D., University of Bridgeport

Linda S. Paslov
Director of Administrative Operations; Hybrid/Online Ed.D. Program in Educational Leadership; CAS/092 Program in Educational Leadership, Coordinator of Dual Enrollment
B.S., University of Bridgeport, M.S., University of Bridgeport, Ed.D., Southern Connecticut State University

*Phanos Patelis
Adjunct Assistant Professor of Education
B.A., College of Holy Cross; M.A., Ph.D., Fordham University
Faculty

Prabir K. Patra  
Associate Professor of Mechanical Engineering  
and Program Director, Biomedical Engineering  
B.S. Bardwan University, India; M.S., Ph.D., Indian Institute of Technology

Marie Paulis  
Assistant Professor of Dental Hygiene  
A.S., B.S., University of Bridgeport

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

Charles Thomas Phillips  
Adjunct Assistant Professor  
Ph.D., Moscow State University

Aaron Perkus  
Associate Professor of English  
B.A. Southern Methodist University; M.A. Binghamton University (SUNY); Ph.D. Binghamton University (SUNY)

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  
Associate Professor of Education  
B.S., M.S., Ed.D., Central Connecticut State University

Marcia Prenguber  
Director, School of Naturopathic Medicine  
B.A., University of St. Joseph, M.S., Johns-Hopkins University; M.S, California State University, N.D., National University of Natural Medicine

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

Kurtis W. Priest  
Adjunct Assistant Professor of Education  
B.S., Gettysburg College; M.S., Ph.D., Rensselaer Polytechnic Institute

Steven M. Rashba  
Adjunct Faculty  
B.A., Lafayette College, M.B.A., Fordham University

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.S., West Virginia University; D.C., National College of Chiropractic; Diplomate, American Chiropractic Academy of Neurology

Elizabeth Rivera-Rodriguez  
Assistant Professor, Nursing  
B.S.N., College of New Rochelle; M.P.H., Southern Connecticut State University; M.S.N., University of Phoenix; D.N.P., Walden University

Jinquine 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

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. University of New York, Albany; Diploma in Acupuncture, Oregon College of Oriental Medicine; N.D. National College of Naturopathic Medicine

Rebecca Riznyk  
Adjunct Professor of Nursing  
B.S.N. Quinnipiac University, M.S.N University of Phoenix

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 Professor of Education  
B.A., Dickinson College; M.L.S., University of Pittsburgh

Devin Todd Rhoda  
Adjunct Faculty  
B.A. Indiana University

Steven Rosenberg  
Director, Literacy  
B.A. Brooklyn College, M.S., Brooklyn College, Ed.D., Hofstra, University

Anthony Ross  
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., Tufts University; Ph.D., Clark University
**Faculty**

*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

Christopher Sage  
Assistant Professor, Nursing  
B.S., University of New Haven; M.S.N., Sacred Heart University; D.N.P., Fairfield University

*Charles Saladino  
Adjunct Assistant Professor of Nutrition  
B.A., M.A., Hofstra University, Ph.D., Iowa State University

Kimberly Sanders  
Clinical Assistant Professor, School of Naturopathic Medicine  
N.D., University of Bridgeport

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 Sawitke  
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

*Salvatore F. Sena  
Adjunct Assistant Professor of Medical Technology  
B.S., Trinity College; Ph.D., The University of Texas, Austin

*James Sensenig  
Adjunct Assistant Professor, School of Naturopathic Medicine  
N.D., National College of Natural Medicine

*Richard Seres  
Adjunct Assistant Clinical Professor, School of Naturopathic Medicine  
N.D., University of Bridgeport

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

Nasir J. Sheikh  
Associate Professor of Technology Management  
B.S., Middle East Technical University, M.S., King Fahd University of Petroleum and Minerals, Ph.D., Portland State University

William D. Shelton  
Assistant Professor of Clinical Sciences  
B.S., D.C., National University of Health Sciences

Paul Sherman  
Associate Professor of Clinical Sciences  
D.C., Cleveland College of Chiropractic

Beth Pamela Skott  
Associate Professor of Sociology  
B.A., University of Delaware; M.A., Ph.D., University of Connecticut

*Aron Smith  
Adjunct Assistant Professor of Music  
B.A., Marist College; B.M., M.S., University of Bridgeport

Tarek M. Sobh  
Distinguished Professor of Computer Science and Engineering  
B.Sc., Alexandria University; M.S., Ph.D., University of Pennsylvania, Registered Professional Engineer

*Elena Sokolova  
Adjunct Assistant Professor, School of Naturopathic Medicine  
M.D., First Medical Institute of St.Petersburg; N.D., University of Bridgeport

Sandra Ann Stramoski  
Assistant Professor of Dental Hygiene  
A.S., B.S., University of Bridgeport

*Frederick A. Swarts  
Adjunct Associate Professor of Sustainable Development  
B.A., Bucknell University; B.S., Pennsylvania State University, Ph.D. Union Institute and University

Peter Sznockowicz  
Clinical Associate Professor of Chiropractic  
D.C., New York Chiropractic College; Certified Chiropractic Sports Physician; Diplomate 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

*Linda Tampellini  
Assistant Professor of Nursing  
David Terfera  
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

Abhilasha Tibrewal  
Senior Lecturer in Computer Science and Engineering  
B.Sc, M.Sc, Lady Irwin College; M.S. Education and M.S. Computer Science, 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

*Aaron Trocola  
Adjunct Faculty  
B.S. University of Bridgeport
Faculty

*Ken Trapp
Adjunct Assistant Professor of Music
B.S., Western Connecticut State University; M.S., Southern Connecticut State University

*Joanna Trigilidas
Adjunct Assistant Professor of Dental Hygiene
A.S., New York University; B.S., Farmingdale State University; M.A., Stony Brook State University

Laura Skandera Trombley
Professor of English
BA/MA Pepperdine University; PhD University of Southern California

*Pamela Tunnell
Adjunct Clinical Associate Professor
B.S., Florida State University; D.C., New York Chiropractic College

Suzanne Turner
Lecturer, Nursing
B.S.N., Boston College; M.S.H.A., University of New Haven; M.S.N, Chamberlain University

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

*Harold D. Walpole
Adjunct Faculty
B.A., Iona College, M.B.A., New York 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 Wedemeier
Adjunct Assistant Professor of Chiropractic
D.C., University of Bridgeport

Alexander W. White
Professor of Design Management
B.F.A., Kent State University; M.F.A., Syracuse University

*Kim Bianca Williams
Adjunct Faculty
B.A., Beulah Heights University, M.S., Capella University, Ph.D., Capella University

Karen Sue Williams
Assistant Professor of Dental Hygiene
A.S., B.S., M.S., University of Bridgeport

Nikki Wingate
Assistant Professor of Marketing
B.B.A., M.B.A., Seoul National University; Ph.D., Stern School of Business, New York University

*Marie Winters
Adjunct Assistant Professor, School of Naturopathic Medicine
N.D., Bastyr University

*Suzanne Woomer
Adjunct Assistant Professor, School of Naturopathic Medicine
N.D., University of Bridgeport

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

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

*Dorian Yanez
Adjunct Faculty
M.B.A., Sacred Heart University

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

*Sarah Zambarano
Adjunct Assistant Clinical Professor, School of Naturopathic Medicine
N.D., University of Bridgeport; B.S.N., Bloomsburg State University

Eugene Zampieron
Senior Lecturer, School 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

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 Zoli
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., B.Ed., University of Georgia; Ed.D., Columbia University

Dominic J. DiMatta
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.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.Eng., 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.Eng., 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., LL.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 Kimmach
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

Robert L. Singletary
Professor Emeritus of Business Law
B.S., M.B.A., Ph.D., University of North Carolina; Litt.D., Juniata College; L.H.D., Rosary Hill College; L.L.D., U.S.A., Far East University; Doctor Honoris Causa, University of Guadalajara

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

Robert L. Singletary
Professor Emeritus of Business Law
B.S., M.B.A., Ph.D., University of North Carolina; Litt.D., Juniata College; L.H.D., Rosary Hill College; L.L.D., U.S.A., Far East University; Doctor Honoris Causa, University of Guadalajara
Faculty Emeriti

Valerie L. Sodano
Professor Emeritus of Management and Industrial Relations
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

Office of the President
Laura Skandera Trombley, PhD
President
Diane Charles, JD
Executive Director, Compliance & Title IX Coordinator
Carolyn Linsey, JD
General Counsel
Ashley Perzyna
Chief of Staff & Secretary to the Board
Denise Pundy
Director, Special Events
Rashida Mitchell
Executive Assistant to the President
Christine Harkins
Executive Assistant
Brenda Pioli
Executive Assistant

Student Affairs
Craig Lennon
Dean of Students
Kelli Meyer
Director, Campus Activities & Programming
Jon Conlogue
Executive Director, Residential Life
Amy Scenary
Director, Counseling
Vacant
Director, Health Services
Vacant
Director, Multicultural Affairs

The Bridgeport Plan
Sara Connolly, PhD
Associate Provost, Bridgeport Plan
Brian Keiser
Title III Director, Academic Advising
Chrystie Cruz
Director, Student Support Services
Leslie Hazen
Writing Coordinator
Elizabeth Haas
Director of General Education Seminars
Rachel Cutillo
Interim Director, Career Development
Vacant
Director, Honors Program
Scott Runner
Director, Study Abroad
Melanie Strout
Director, Civic Engagement
Vacant
Director, Leadership Development

University Systems, Effectiveness, & Planning
Jason Rivera, PhD
Vice President, University Systems, Effectiveness, & Planning
Carmen Rosa
University Registrar
Walter Schwarz
Director, Academic & Campus Technology Services (ACTS)
Sandeep Mannava
Enterprise & Data Systems Manager
Yumin Wang
Director of International Center for Students

University Advancement
Marie Muhvic
Vice President, University Advancement
Ryan Zapolski
Director, Annual Giving
Kathleen O’Leary
Director, Alumni Relations
Kelly Campion-Soclo
Director, Prospect Management & Records
Rob Gerowe
Major Gift Officer
George Moor
Development Writer
Joshua Parrow
Assistant Director, Development
Vacant
Director, Development

Enrollment Management
Louis IZZI
Vice President, Enrollment Management & Athletics
Leanne Proctor
Dean of Admissions
Christine Falzerano
Director, Student Financial Services
Kate Smullen
Associate Athletic Director
Sara Richwine
Assistant Athletic Director
Jared Orazio
Assistant Athletic Director
Administration

Marketing & Communications
Susan Andrews
Vice President, Marketing & Communications
   Angeline Johnson
   Graphic Designer
   Brittany Ladd
   Webmaster
   Trinadh Venna
   Full Stack Data Architect & Research Scientist
   Miguel Arroyo
   Assistant Director, Social Media
   Taka Kojima
   Multimedia Specialist
   Vacant
   Director, Public Information

Finance & Operations
Yuet Lee
Vice President, Finance & CFO
   Malhar Sharma
   Controller
   Lara Guzman
   Bursar
   Melitha Przygoda
   Director, Human Resources
   Lori Grasso
   Director, Student Employment
   Jennifer Kristy
   Assistant Manager Mailroom/Production Center
   Richard Hebert
   Bookstore Manager
   Marlene Diaz
   Administrative Manager

Facilities
George Estrada
Vice President, Facilities
   David Cote
   Executive Director, Facilities, Planning & Operations
   April Vournelis
   Executive Director, Security
   Kathleen Marini
   Executive Assistant to VP Facilities
Administration

Board of Trustees

OFFICERS

Chair
Robert L. Berchem, Esq.
Partner, Berchem Moses, PC

Vice Chair
Mark A. Fries, CPCU ’73
Senior Vice President, People’s United
Insurance Agency

Secretary
Terrance J. O’Connor
Executive Director, Cardinal Shehan Center,
Ret.

Assistant Secretary
Ashley M. Perzyna
Chief of Staff, University of Bridgeport

BOARD MEMBERS

Shintaro Akatsu ’88
President, Kamata, Incorporated

Diane M. Allison, JD ’90
Partner, Gunn, Godfrey & Allison

Paul Antinozzi, A.I.A.
President, Antinozzi Associates

Sean M. Carroll
President, Merit Insurance, Inc.

David F. D’Addario
CEO and Chairman, D’Addario Industries

Mrs. Henry B. duPont III
Community Representative

The Honorable Joseph P. Ganim
Mayor, City of Bridgeport

Leah Blatt Glasser, Ph.D.
Professor of English, Mount Holyoke College

Abraham I. Gordon, Esq. ’51
Partner, Gordon & Scalo

Carol Johnson Green
President, Little Green Angel

Herman Green
President, Benman Industries

Thomas P. Haynes
President & CEO, Haynes Group

Sara Towe Horsfall, Ph.D.
Associate Professor, Texas Wesleyan
University, Ret.

Barbara A. James ’74, ’77
Managing Director, Deloitte Touche Tohmatsu
Limited

Markus Karr
President, Manhattan Center

Ki Hoon Kim
Chairman, The New Yorker Hotel
Management Co., Inc.

Nicholas N. Kittrie, KStJ, SJD
Chairman, The Eleanor Roosevelt Institute for
Justice & Peace

Michael Kolakowski
President & CEO, KBE Building Corporation

Michael J. LaBella
Market President for Connecticut, TD Bank

Arthur E. Landi ’74
Chief Product Strategist, Array/New York

Kevin C. Leahy
President & CEO, Connecticut Wealth
Management

David K. Norton
Senior Executive Vice President & Chief
Human Resources Officer, People’s United
Bank

Susan Heckman O’Hara ’84
Director of Marketing Services, International
Marketing Systems, Ltd.

Thomas M. O’Hara ’84
President, International Marketing Systems
Ltd.

Ann M. Ryan
Professor of English, Le Moyne College

Frederick W. Serra
Managing Director, NFP

Lambert C. Shell, Sr. Ph.D. ’92
Director, Roosevelt Public Library

Bruce T. Silverstone
Vice President of Corporate Communication,
Aquarion Water Company, Ret.

Phillip G. Soaiyan ’95
Financial Advisor, Primerica Financial Services

Pierre Tardy
Director of Merchandising and Store
Operations, Scull & Company, Ret.

Joseph Vittoria
Executive Vice President & CAO, Promotion
In Motion Companies

Thomas G. Walsh, Ph.D.
Chairman, Universal Peace Federation
International

Martin F. Wolf, Esq.
Principal, Cohen & Wolf, Ret.

LIFE TRUSTEES

Gordon L. Anderson, Ph.D.
N. Donald Edwards ’57
Daniel J. Greaney ’50
Norge W. Jerome, Ph.D.
Mrs. Gilbert R. Larson
Mrs. Eleonora W. McCabe
The Honorable Nicholas A. Panuzio ’57
Richard L. Rubenstein, STM, Ph.D.
S. George Santa ’53
Alumni Association

Upon graduation from the University of Bridgeport, students become a member of the UB Alumni Association. The overall goal of the UB Alumni Association is to maintain the bond between graduates and the University of Bridgeport. As members of the UB Alumni Association, alumni are asked to support the University’s mission and its advancement. Alumni are encouraged to give back, visit the campus, attend events, and volunteer their time to Career Development and or Admissions. In return, the University of Bridgeport will offer its alumni opportunities to stay connected with each other and with the school, inform them of happenings at the University, and always welcome them back to campus.

A university can measure its success through the achievements of its alumni. The University of Bridgeport boasts a plethora of prominent graduates who reside across the country and around the world. They serve as corporate CEOs 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. UB alumni also devote time and energy to the University of Bridgeport by serving on the UB Alumni Association Board of Directors or University of Bridgeport’s Board of Trustees; volunteering to work at events and mentor students; and updating the University on their accomplishments and whereabouts.

We would like to hear from you. Please email us at alumni@bridgeport.edu or call us at 203-576-4151.
The Student Right-to-Know and Campus Security Acts
And Family Educational Rights and Privacy Act (FERPA)

The Student 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:

• 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.
• Performing a task related to a student’s education.
• Performing a task related to the discipline of a student.
• Providing a service or benefit relating to the student or student’s family, such as health care, counseling, job placement or financial aid.
• 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 violation 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.
The Student Right-to-Know and Campus Security Acts
And Family Educational Rights and Privacy Act (FERPA)

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
Sean Seepersad, PhD
Associate Director, Academic Affairs and Student Services
Office of Higher Education
450 Columbus Blvd, Ste 707, Hartford, CT 06103-1841
(860) 947-1837

Further Information

Further information can be found at: www.ctohe.org
Map to the University of Bridgeport
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.
Building List

11 Arnold Bernhard Arts & Humanities Center
20 Barnum Hall
22 Bodine Hall
15 Chaffee Hall
14 Cooper Hall
27 Health Sciences Building
9 Seeley Hall
12 University Hall

Dormitories

11 duPont Tower Room (9th floor)
10 Financial Aid (Ground floor)
22 Fones School of Dental Hygiene
15 International Student Affairs
22 (Ground floor)
11 Information
19 Interfaith Services
22 Handicapped Services
12 Health Services
19 Hillel
6 Mail and Print Center
14 Minority Students Services
22 Nutrition Institute
12 Personnel (7th floor)
1 Public Relations
1 Public Safety
26 Recital Hall (Littlefield)
11 Registrar (Ground floor)
9 Residence Halls Office
29 Security
29 Soccer Field
4 Student Services & Activities
4 Theater (Mertens)

University Administration

President’s Office.................1
Academic Affairs...............1
Alumni/University Relations....1
Business & Finance (7th floor)...1
Student Services...............4

Deans and Directors

Arts and Sciences..............28
Acupuncture Institute...........22
Ernest C. Trefz School of Business...3
Shintaro Akatsu School of Design...11
Chiropractic....................22
Education/Human Resources....2
Engineering....................5
Fones School of Dental Hygiene..22
General Studies...............28
Health Sciences...............22
Health Technology.............22
Naturopathic Medicine.........22
Nutrition Institute.............22
Physician Assistant Institute..22
Public and International Affairs...2

Parking

Parking facilities are available at no charge to UB students and community.

campus Map

UNIVERSITY OF BRIDGEPORT
126 Park Avenue, Bridgeport, CT 06604
Tel: 1-800-EXCEL-UB (392-3582)
Fax: (203) 576-4941
Email: admit@bridgeport.edu
Website: www.bridgeport.edu